

1. Baseline/Trend Data:

GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.

OSEP Attachment 1

Ia: Formal Complaints

(1) July 1, 2002 - June 30, 2003 (or specify other reporting period: ___/___/___ to ___/___/___)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Addressed within Timelines	(7) Number of Complaints Pending as of: <u>06/ 30 / 03</u> (enter closing date for dispositions)
TOTALS	79	72	0	7	71	0

Ib: Mediations

(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: <u>06 / 30 / 03</u> (enter closing date for dispositions)
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	113	2	111	0	0

Ic: Due Process Hearings

(1) July 1, 2002 - June 30, 2003 (or specify alternate period: ___/___/___ to ___/___/___)	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: <u>06 / 30 / 03</u> (enter closing date for dispositions)
TOTALS	41	40	0	1

**Table II - A**

**Percent of Students Ages 3 - 5 In Their Program Placements**

<b>December 2001</b>				<b>December 2002</b>		
	<b>Early Childhood Setting</b>	<b>Early Childhood Special Education Setting</b>	<b>Part-time Early Childhood/Part-time Early Childhood Spec. Ed. Setting</b>	<b>Early Childhood Setting</b>	<b>Early Childhood Special Education Setting</b>	<b>Part-time Early Childhood/Part-time Early Childhood Spec. Ed. Setting</b>
<b>Statewide Average % of Students</b>	<b>72.62%</b>	<b>29.03%</b>	<b>0.00%</b>	<b>73.84%</b>	<b>28.72%</b>	<b>0%</b>
<b>Range Among LEAs of % of Students</b>	<b>41.25% to 100%</b>	<b>4.55% to 58.33%</b>	<b>0.00%</b>	<b>50.00% to 100%</b>	<b>2.41% to 50.00%</b>	<b>0%</b>

**RACE DISPROPORTION:  
Rhode Island Students Receiving Special Education  
School Year 2002-2003**

**All Disabilities      Ages 6-21 Only**

Race	Percent in Special Education: All Disabilities	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.8%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	1.2%	3.7%	3.0%	4.4%	YES
Black	6.7%	8.8%	7.0%	10.6%	YES
Hispanic	12.7%	16.3%	13.0%	19.6%	YES
White	78.6%	70.7%	56.6%	84.8%	NO

**Learning Disabled      Ages 6-21 Only**

Race	Percent in Special Education: Learning Disabled	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.9%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	1.4%	3.7%	3.0%	4.4%	YES
Black	7.6%	8.8%	7.0%	10.6%	NO
Hispanic	15.4%	16.3%	13.0%	19.6%	NO
White	74.7%	70.7%	56.6%	84.8%	NO

**Mentally Retarded      Ages 6-21 Only**

Race	Percent in Special Education: Mentally Retarded	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.6%	0.5%	0.4%	0.6%	NO
Asian/Pacific Islander	2.9%	3.7%	3.0%	4.4%	YES
Black	10.6%	8.8%	7.0%	10.6%	YES
Hispanic	22.1%	16.3%	13.0%	19.6%	YES
	63.8%	70.7%	56.6%	84.8%	NO

**Emotionally Disturbed      Ages 6 -21 Only**

Race	Percent in Special Education: Emotionally Disturbed	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	1.5%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.8%	3.7%	3.0%	4.4%	YES
Black	9.8%	8.8%	7.0%	10.6%	NO
Hispanic	10.2%	16.3%	13.0%	19.6%	YES
White	77.7%	70.7%	56.6%	84.8%	NO

Document Name: Rhode Island Racial Disproportion Table -2002-2003 disabilities.xls

State Student Population source: Public Enrollment: Fall, 2002

Note: Since Asian/Pacific and Indian/Alaska Native groups represent less than 1,000 students, percentages for these groups should be interpreted with caution, especially for low incidence disabilities.

**RACE DISPROPORTION:  
Rhode Island Students Receiving Special Education  
School Year 2002-2003**

**Speech Impaired      Ages 6 -21 Only**

Race	Percent in Special Education: Speech Impaired	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.6%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	1.0%	3.7%	3.0%	4.4%	YES
Black	4.4%	8.8%	7.0%	10.6%	YES
Hispanic	10.1%	16.3%	13.0%	19.6%	YES
White	83.9%	70.7%	56.6%	84.8%	NO

**Multiple Disabilities      Ages 6 -21 Only**

Race	Percent in Special Education: Multiple Disabilities	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.3%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	1.4%	3.7%	3.0%	4.4%	YES
Black	1.7%	8.8%	7.0%	10.6%	YES
Hispanic	12.0%	16.3%	13.0%	19.6%	YES
White	84.6%	70.7%	56.6%	84.8%	NO

**Hearing Impaired      Ages 6 -21 Only**

Race	Percent in Special Education: Hearing Impaired	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	2.4%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	2.8%	3.7%	3.0%	4.4%	YES
Black	3.8%	8.8%	7.0%	10.6%	YES
Hispanic	12.3%	16.3%	13.0%	19.6%	YES
White	78.7%	70.7%	56.6%	84.8%	NO

**Orthopedic Impairments Ages 6 -21 Only**

Race	Percent in Special Education: Orthopedic Impairments	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.8%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.0%	3.7%	3.0%	4.4%	YES
Black	2.5%	8.8%	7.0%	10.6%	YES
Hispanic	6.7%	16.3%	13.0%	19.6%	YES
White	90.0%	70.7%	56.6%	84.8%	YES

Note: Since Asian/Pacific and Indian/Alaska Native groups represent less than 1,000 students, percentages for these groups should be interpreted with caution, especially for low incidence disabilities.

**RACE DISPROPORTION:  
Rhode Island Students Receiving Special Education  
School Year 2002-2003**

**Autistic                      Ages 6 -21 Only**

Race	Percent in Special Education: Autistic	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.2%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.6%	3.7%	3.0%	4.4%	YES
Black	2.8%	8.8%	7.0%	10.6%	YES
Hispanic	3.4%	16.3%	13.0%	19.6%	YES
White	93.0%	70.7%	56.6%	84.8%	YES

**Deaf Blind                      Ages 6 -21 Only**

Race	Percent in Special Education: Deaf Blind	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.0%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.0%	3.7%	3.0%	4.4%	YES
Black	0.0%	8.8%	7.0%	10.6%	YES
Hispanic	0.0%	16.3%	13.0%	19.6%	YES
White	100.0%	70.7%	56.6%	84.8%	YES

**Other Health Impaired Ages 6 -21 Only**

Race	Percent in Special Education: Other Health Impaired	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.3%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.5%	3.7%	3.0%	4.4%	YES
Black	3.6%	8.8%	7.0%	10.6%	YES
Hispanic	5.4%	16.3%	13.0%	19.6%	YES
White	90.2%	70.7%	56.6%	84.8%	YES

**Traumatic Brain Injury Ages 6 21 Only**

Race	Percent in Special Education: Traumatic Brain Injury	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.0%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.0%	3.7%	3.0%	4.4%	YES
Black	5.1%	8.8%	7.0%	10.6%	YES
Hispanic	8.5%	16.3%	13.0%	19.6%	YES
White	86.4%	70.7%	56.6%	84.8%	YES

Note: Since Asian/Pacific and Indian/Alaska Native groups represent less than 1,000 students, percentages for these groups should be interpreted with caution, especially for low incidence disabilities.

**RACE DISPROPORTION:  
Rhode Island Students Receiving Special Education  
School Year 2002-2003**

**Visually Impaired Ages 6 -21 Only**

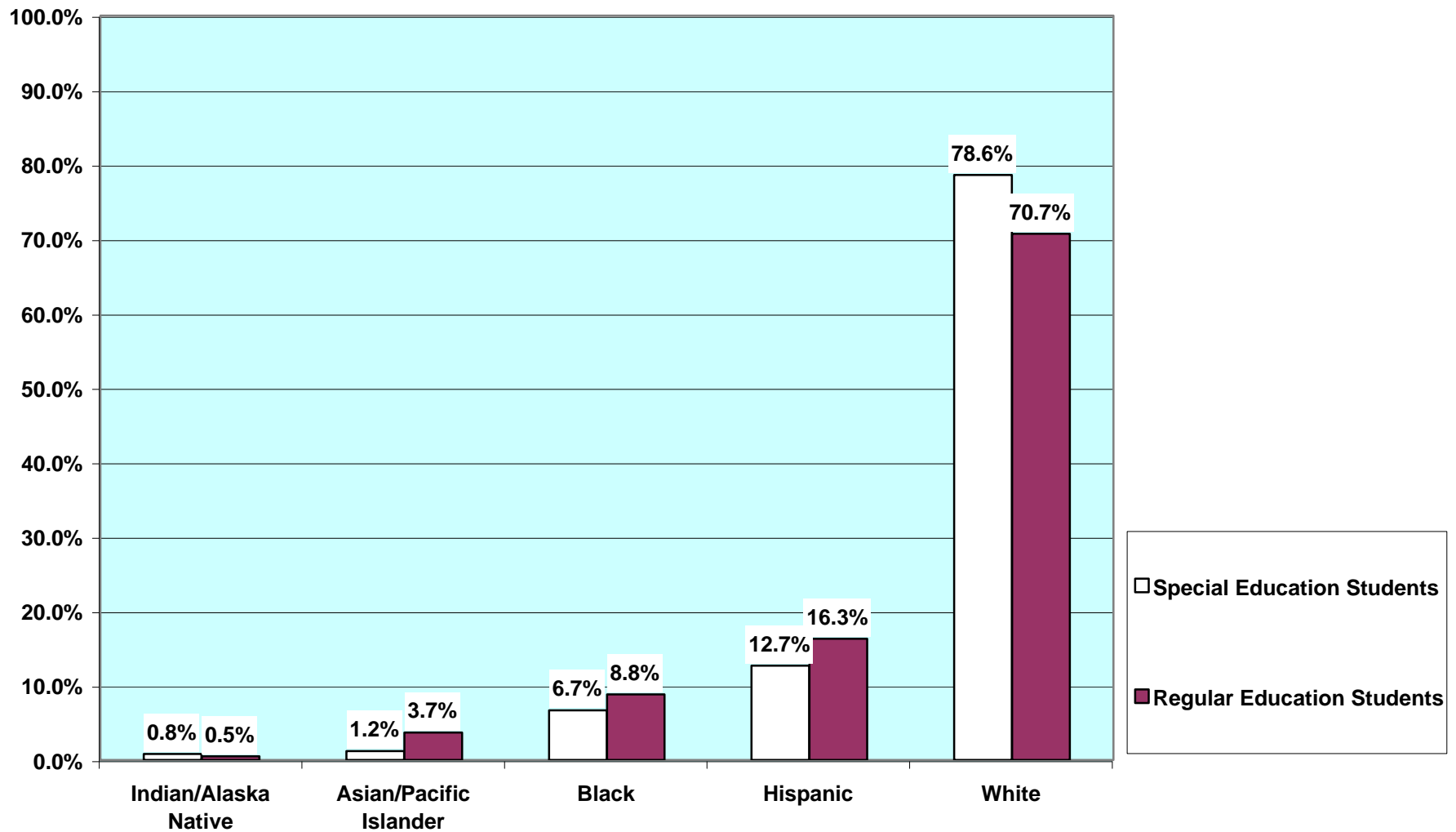
Race	Percent in Special Education: Visually Impaired	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.0%	0.5%	0.4%	0.6%	<b>YES</b>
Asian/Pacific Islander	1.5%	3.7%	3.0%	4.4%	<b>YES</b>
Black	7.5%	8.8%	7.0%	10.6%	<b>NO</b>
Hispanic	7.5%	16.3%	13.0%	19.6%	<b>YES</b>
White	83.5%	70.7%	56.6%	84.8%	<b>NO</b>

**Developmentally Delayed Ages 6 -21 Only**

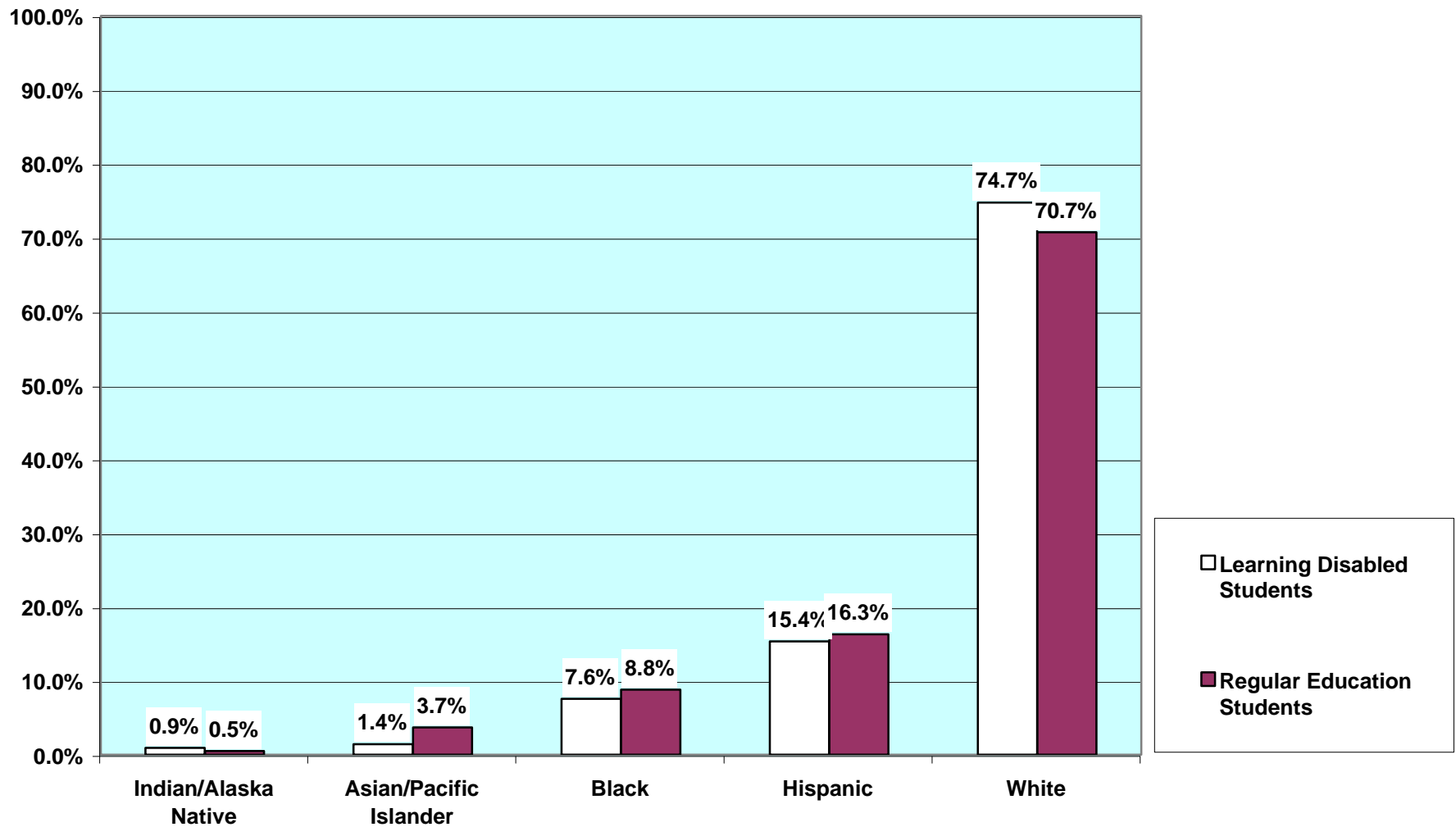
Race	Percent in Special Education: Developmentally Delayed	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	Not Applicable As	0.5%	0.4%	0.6%	<b>YES</b>
Asian/Pacific Islander	Developmentally Delayed	3.7%	3.0%	4.4%	<b>YES</b>
Black	Applies To Ages 3-5 Only	8.8%	7.0%	10.6%	<b>YES</b>
Hispanic	In The State Of	16.3%	13.0%	19.6%	<b>YES</b>
White	Rhode Island	70.7%	56.6%	84.8%	<b>YES</b>

Note: Since Asian/Pacific and Indian/Alaska Native groups represent less than 1,000 students, percentages for these groups should be interpreted with caution, especially for low incidence disabilities.

**Students With Disabilities And Regular Education Students By Race  
School Year 2002-2003**

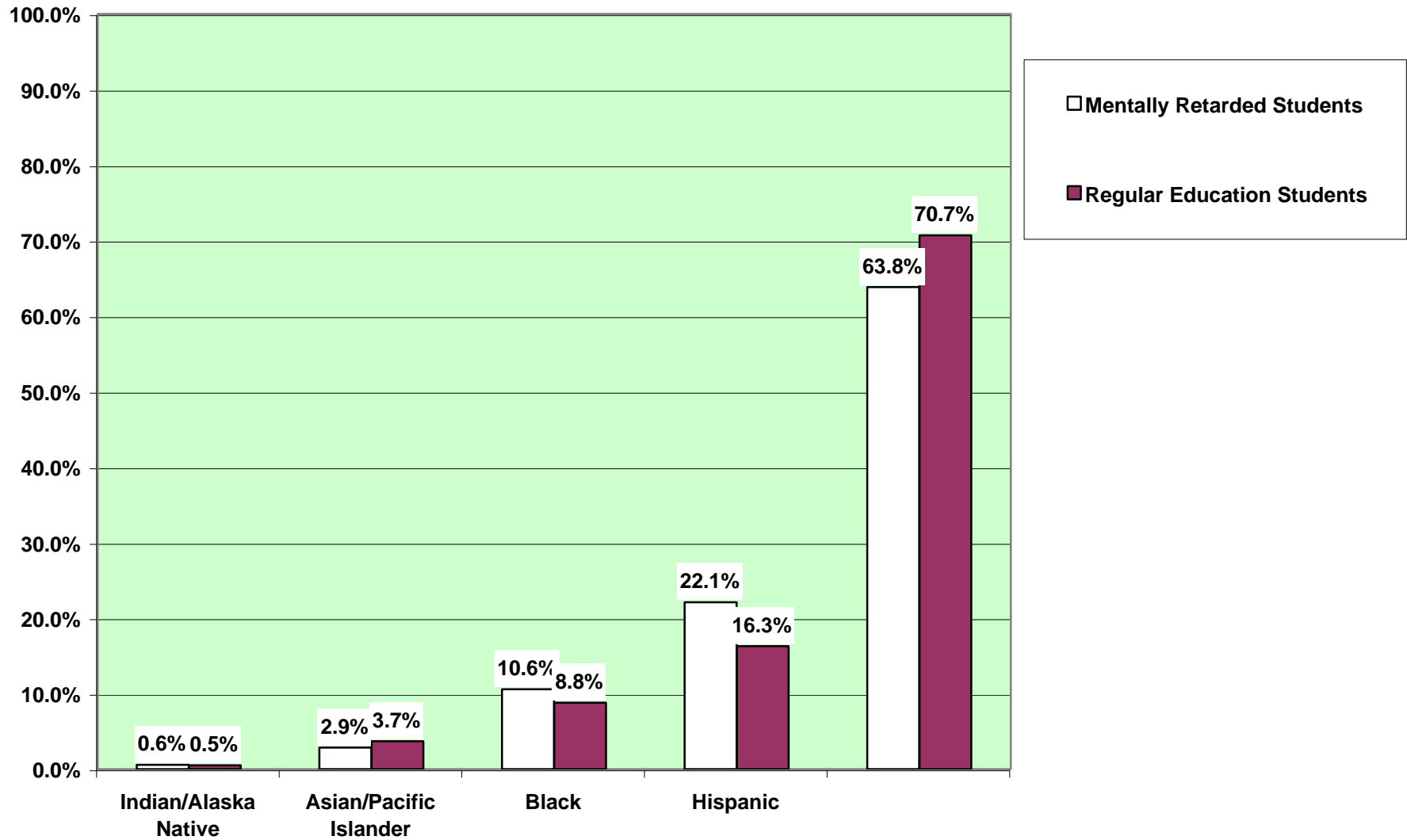


# Learning Disabled and Regular Education Students By Race School Year 2002-2003

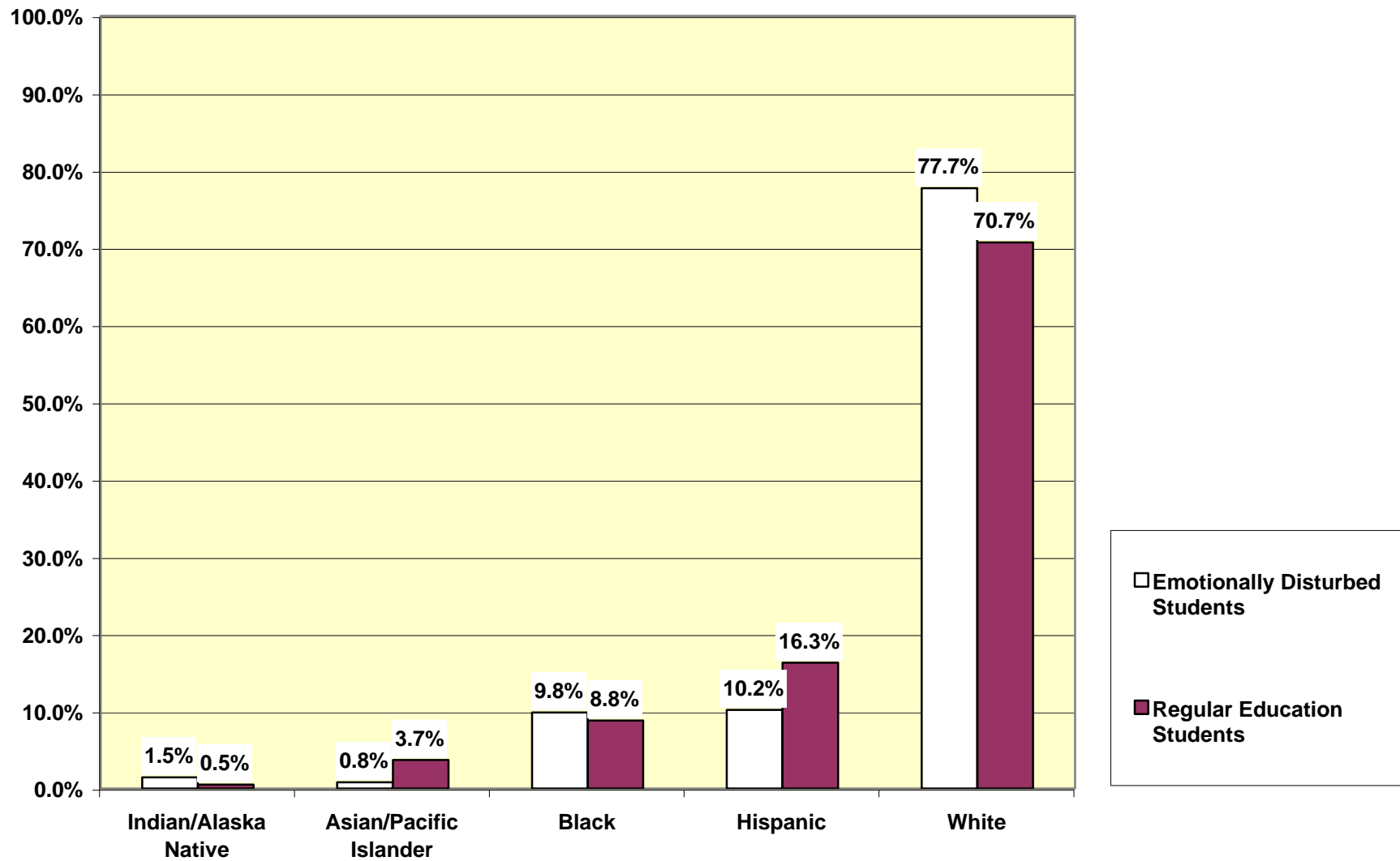




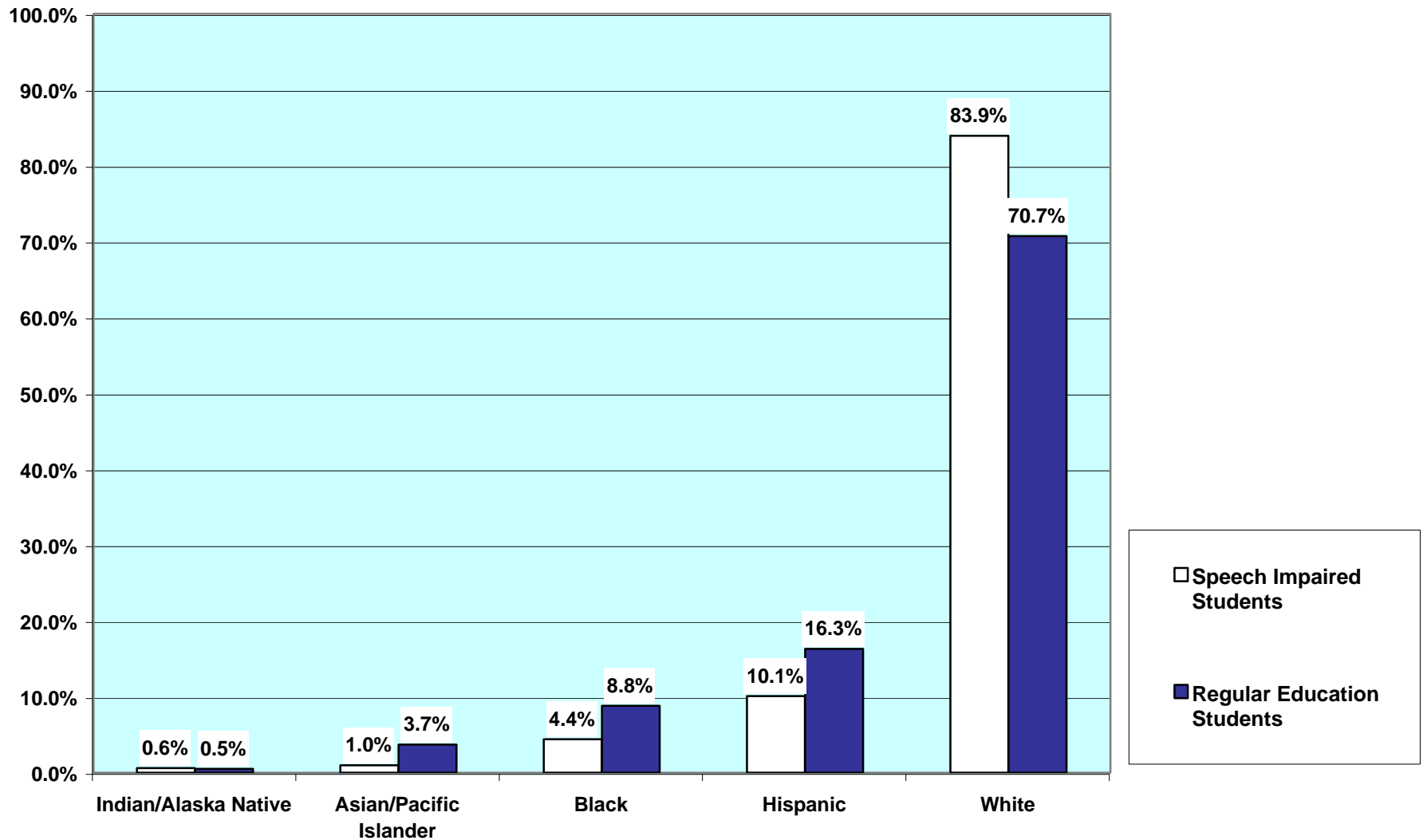
# **Mentally Retarded and Regular Education Students By Race School Year 2002-2003**



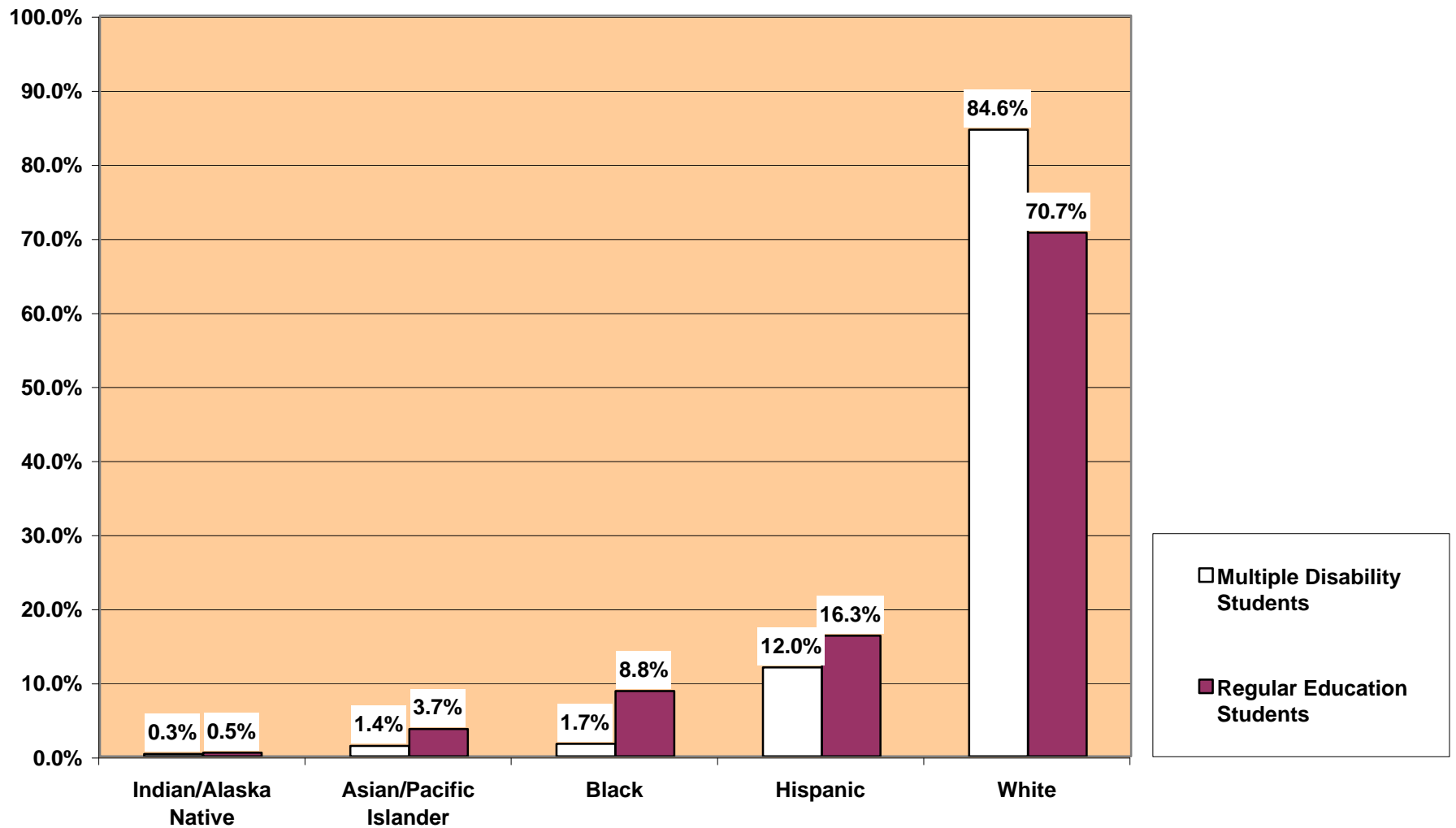
**Emotionally Disturbed and Regular Education Students By Race  
School Year 2002-2003**



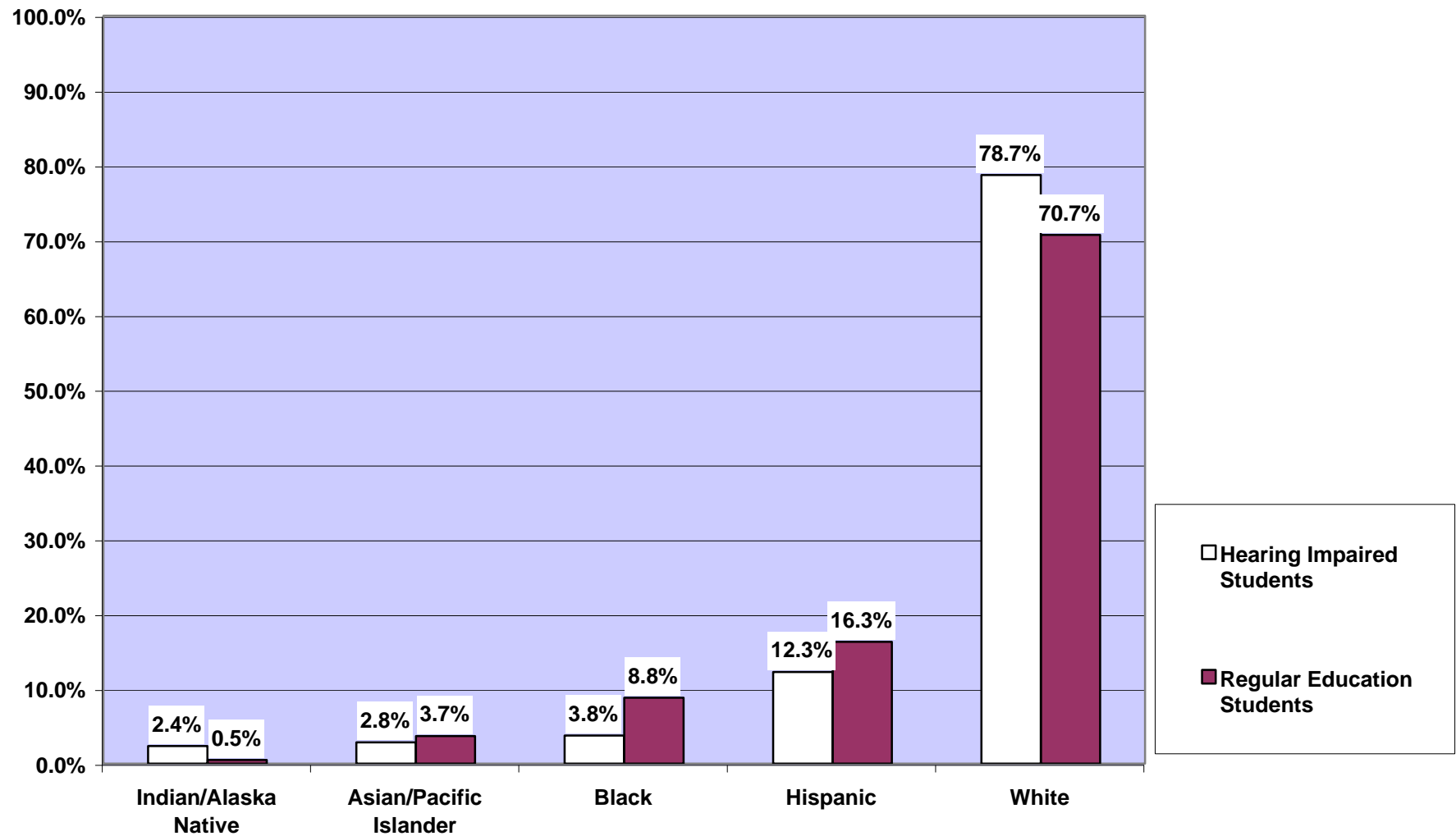
**Speech Impaired Students and Regular Education By Race  
School Year 2002-2003**



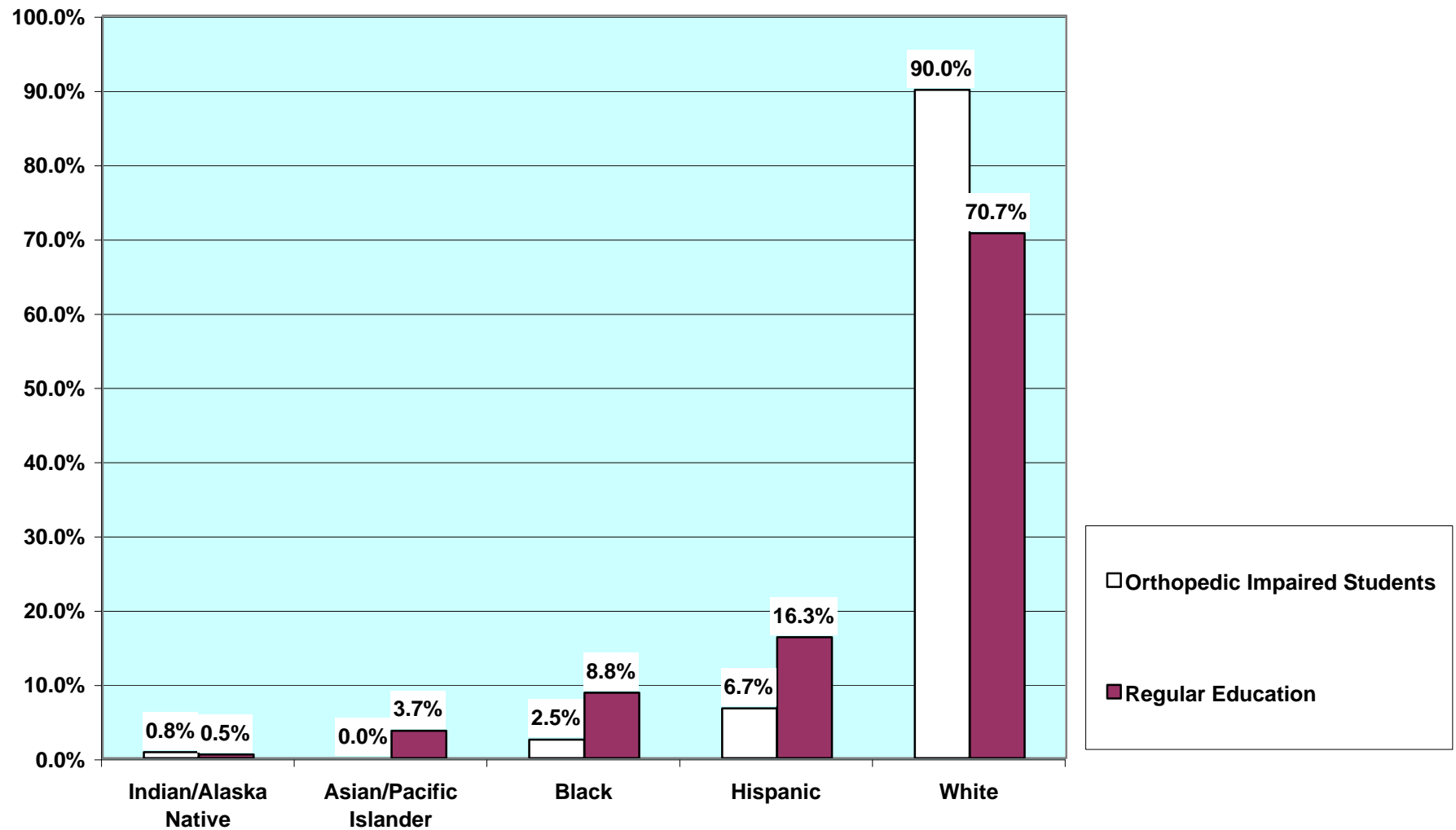
**Multiple Disabilities And Regular Education Students By Race  
School 2002-2003**



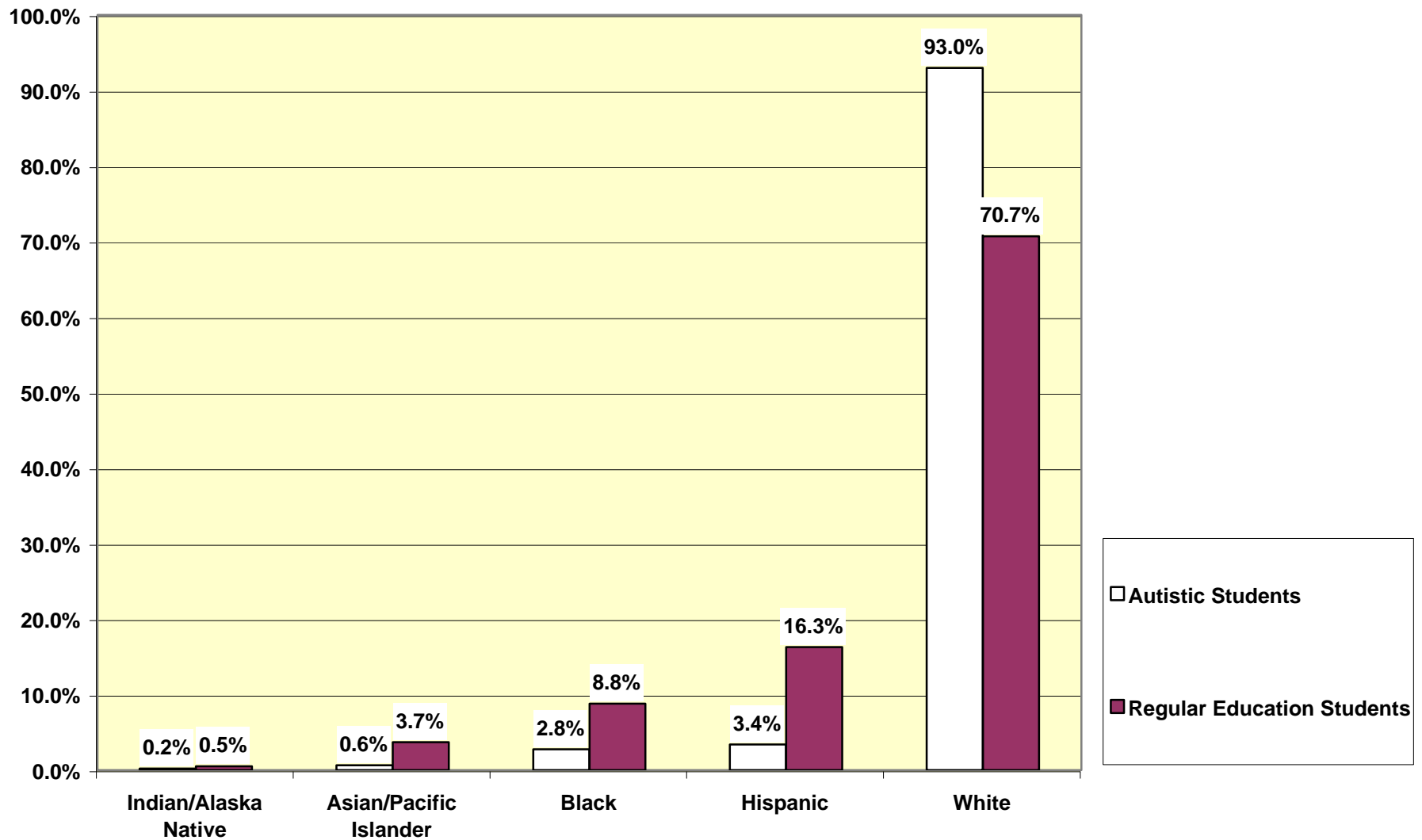
**Hearing Impaired And Regular Education Students By Race  
School Year 2002-2003**



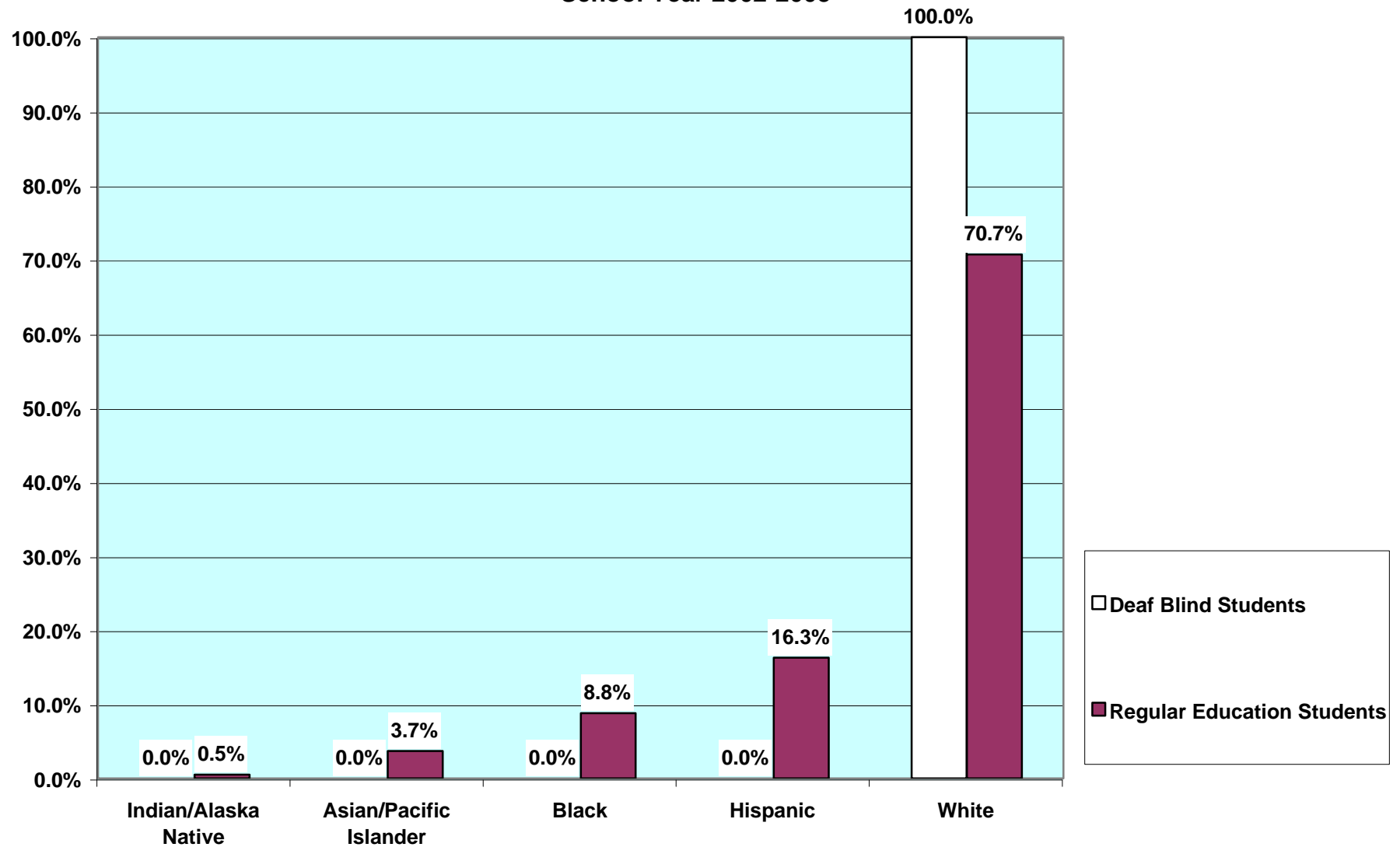
**Orthopedic Impairment and Regular Education Students By Race  
School Year 2002-2003**



**Autistic And Regular Education Students By Race  
School Year 2002-2003**



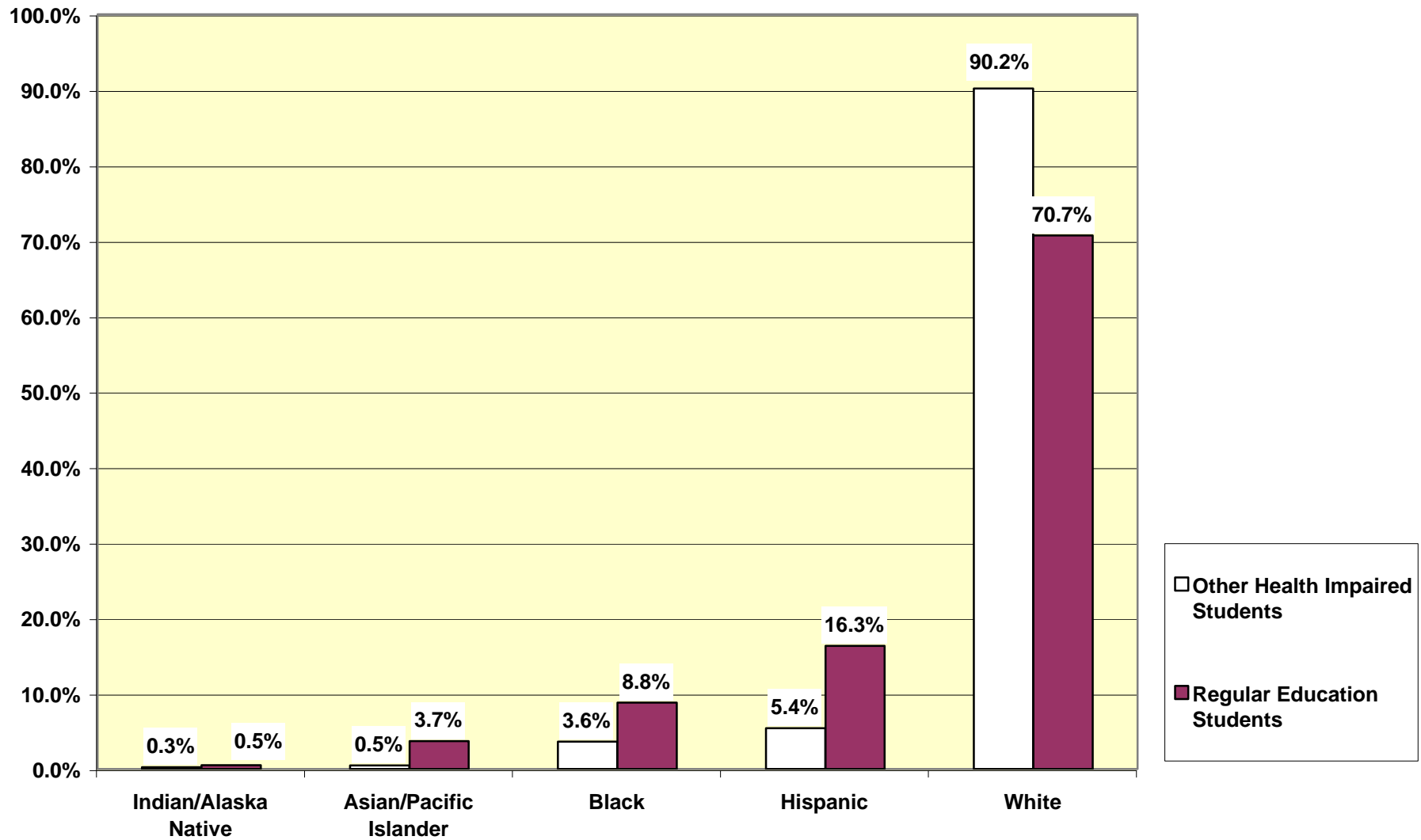
# Deaf Blind And Regular Education Students By Race School Year 2002-2003



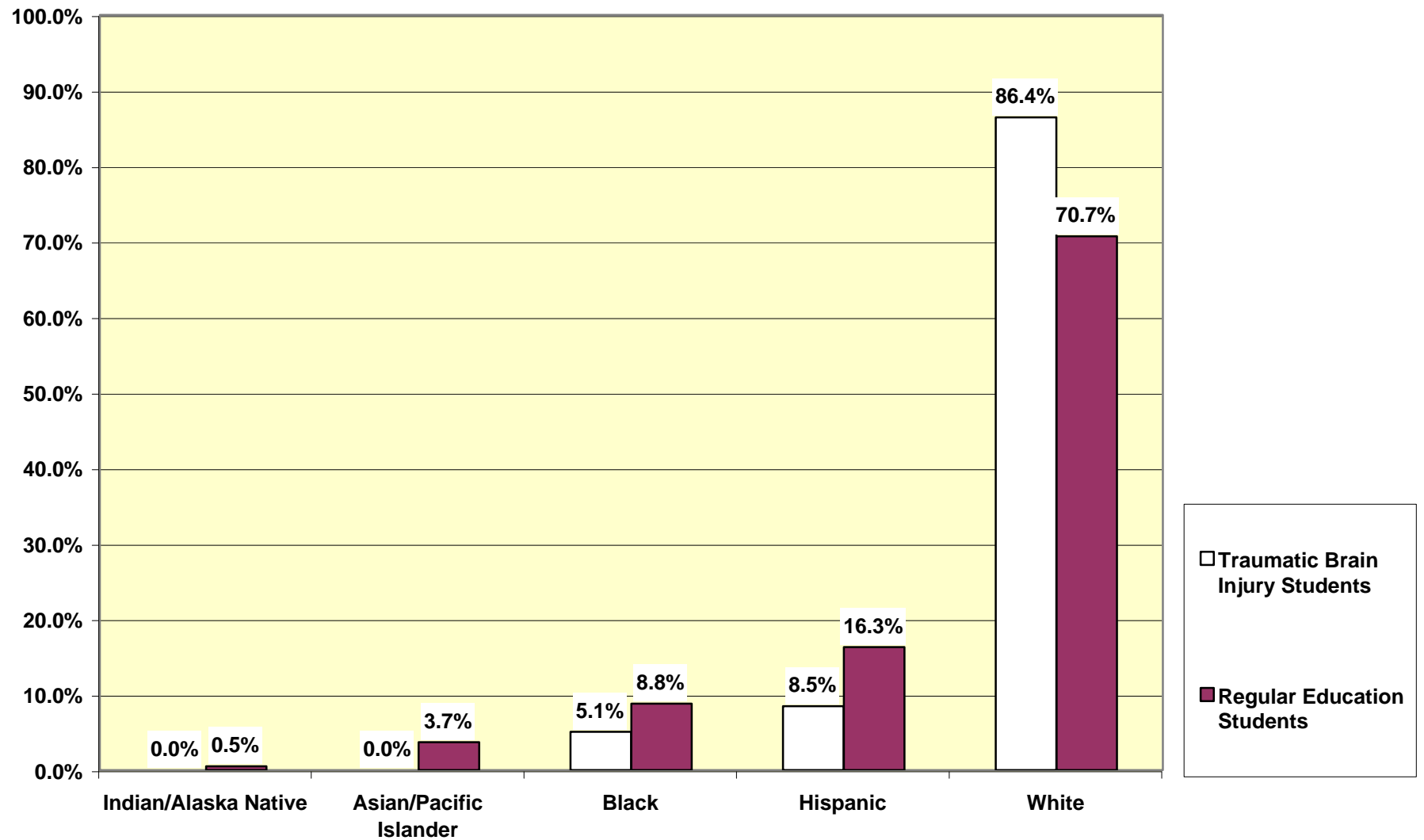
Note: The number of Deaf Blind Students in Rhode Island is minute.



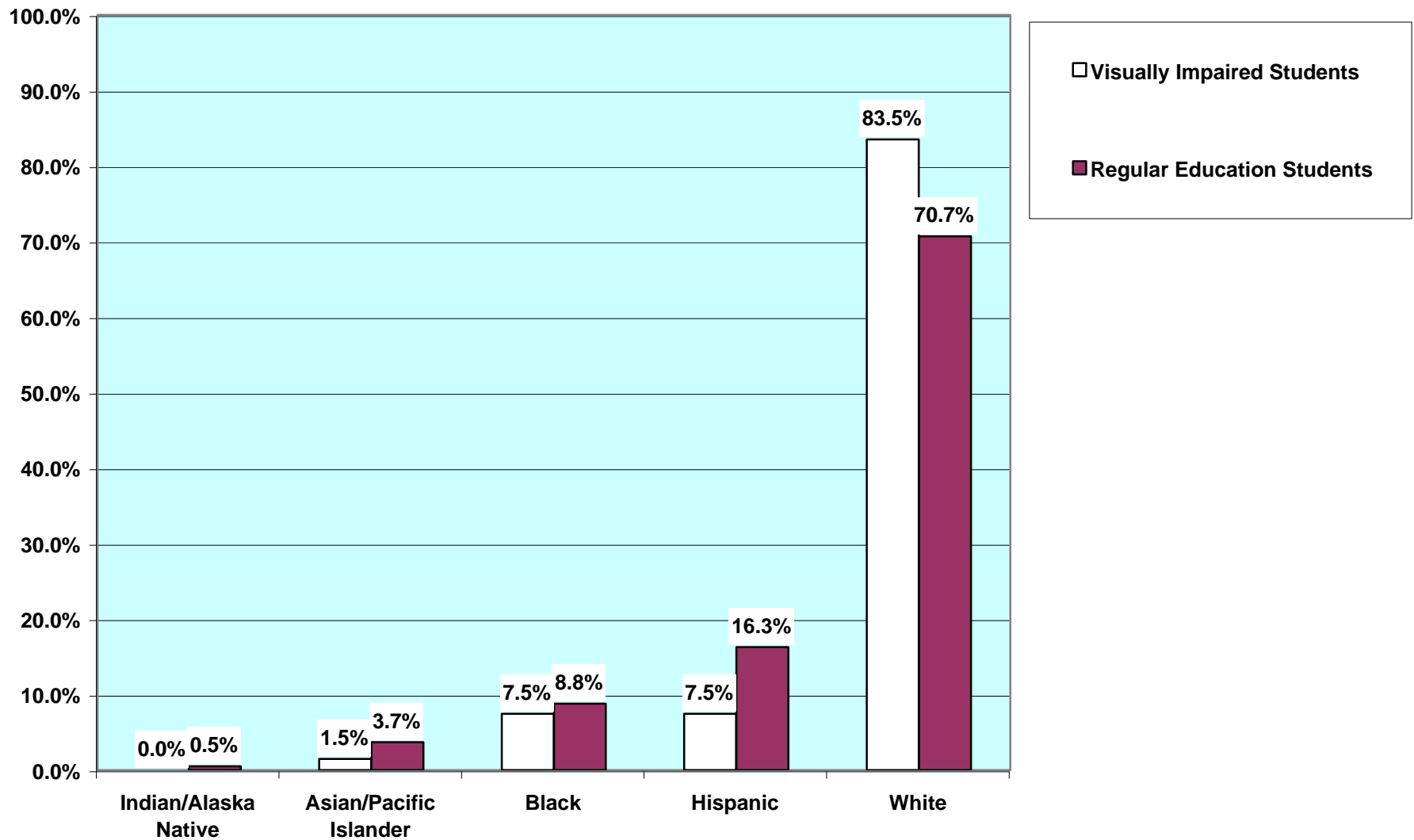
**Other Health Impaired And Regular Education Students By Race  
School Year 2002-2003**



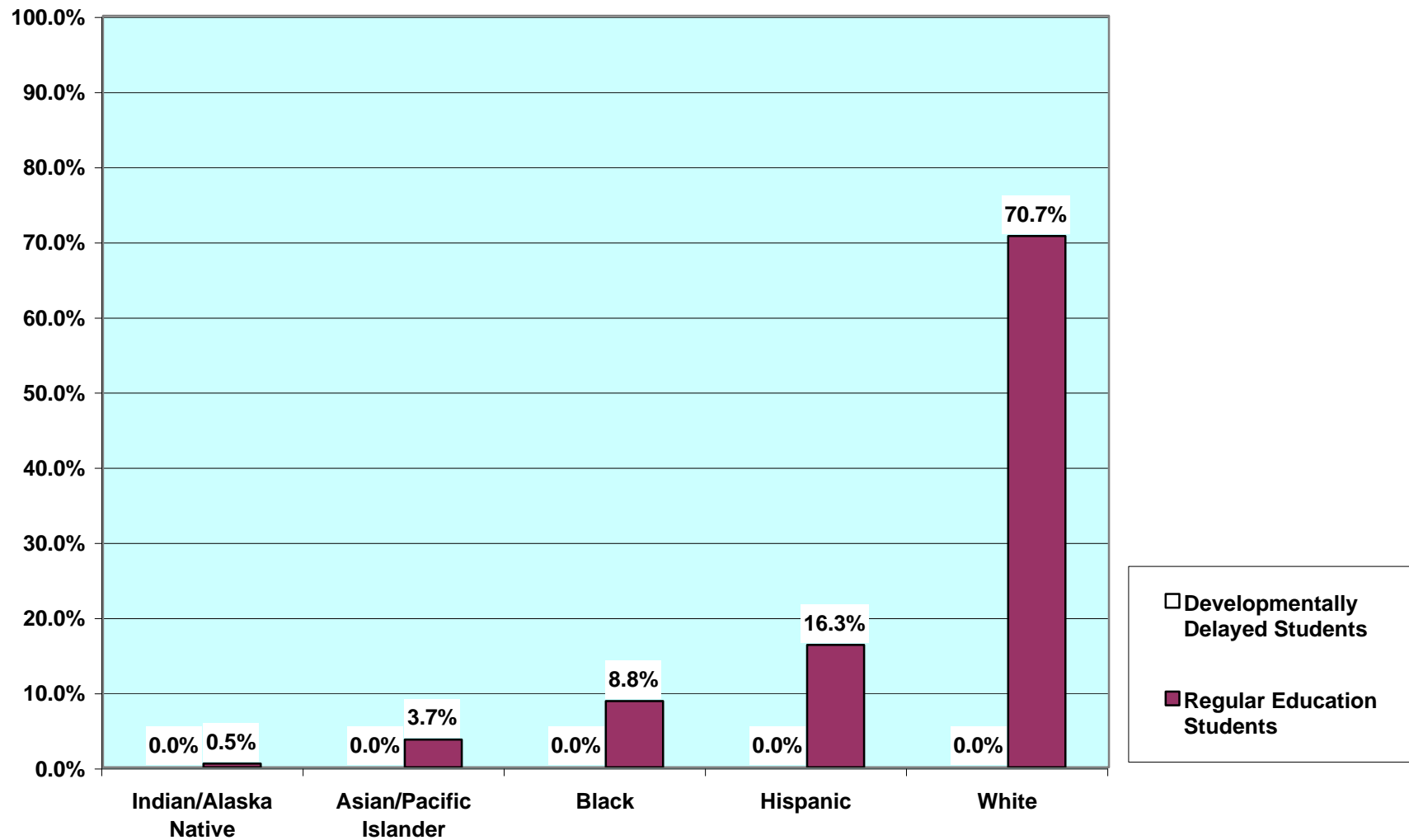
**Traumatic Brain Injury And Regular Education Students By Race  
School Year 2002-2003**



**Visually Impaired And Regular Education Students By Race  
School Year 2002-2003**



**Developmentally Delayed And Regular Education Students By Race  
School Year 2002-2003**



**Note: In Rhode Island the disability category of 'Developmentally Delayed' applies only to those students who are ages 3 through 5 years old.**

**Rhode Island's Program Placement Of  
Students Receiving Special Education By Race  
School Year 2002-2003**

**All Program Settings Ages 6 -21**

Race	Percent In All Program Settings Ages 6 -21	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.8%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	1.2%	3.7%	3.0%	4.5%	YES
Black	6.7%	8.8%	7.0%	10.5%	YES
Hispanic	12.7%	16.3%	13.1%	19.6%	YES
White	78.6%	70.7%	56.6%	84.8%	NO

**Special Education Outside Regular Class Less Than 21% Of The Day (Ages 6-21)**

Race	Percent In S.P. Outside Regular Class <21% Of The Day	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.5%	0.5%	0.4%	0.6%	NO
Asian/Pacific Islander	1.2%	3.7%	3.0%	4.5%	YES
Black	5.0%	8.8%	7.0%	10.5%	YES
Hispanic	9.5%	16.3%	13.1%	19.6%	YES
White	83.8%	70.7%	56.6%	84.8%	NO

**Sp. Ed. Outside Regular Class At Least 21% Of Day And No More Than 60% Of Day (Ages 6-21)**

Race	Percent In Sp. Ed. Outside Reg. Class >=21% And <=60%	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	1.1%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.8%	3.7%	3.0%	4.5%	YES
Black	4.7%	8.8%	7.0%	10.5%	YES
Hispanic	8.9%	16.3%	13.1%	19.6%	YES
White	84.5%	70.7%	56.6%	84.8%	NO

**Special Education Outside Regular Class More Than 60% Of The Day (Ages 6-21)**

Race	Percent In S.P. Outside Regular Class >60% Of The Day	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	1.0%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	1.5%	3.7%	3.0%	4.5%	YES
Black	10.1%	8.8%	7.0%	10.5%	NO
Hispanic	20.6%	16.3%	13.1%	19.6%	YES
White	66.8%	70.7%	56.6%	84.8%	NO

Document Name: Rhode Island's Disprop in Prog Placement 2002-2003.xls

**Note:** Since Asian/Pacific and Indian/Alaska Native groups represent less than 1,000 students, percentages for these groups should be interpreted with caution, especially for low incidence disabilities.

**Rhode Island's Program Placement Of  
Students Receiving Special Education By Race  
School Year 2002-2003**

**Public Separate School Facility (Ages 6 -21 )**

Race	Percent in Public Separate School Facility	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	5.1%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	6.4%	3.7%	3.0%	4.5%	YES
Black	6.4%	8.8%	7.0%	10.5%	YES
Hispanic	21.8%	16.3%	13.1%	19.6%	YES
White	60.3%	70.7%	56.6%	84.8%	NO

**Private Separate School Facility (Ages 6-21)**

Race	Percent In Private Separate School Facility	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	1.4%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.9%	3.7%	3.0%	4.5%	YES
Black	9.6%	8.8%	7.0%	10.5%	NO
Hispanic	14.2%	16.3%	13.1%	19.6%	NO
White	73.9%	70.7%	56.6%	84.8%	NO

**Public Residential Facility (Ages 6-21)**

Race	Percent In Public Residential Facility	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	4.8%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	4.0%	3.7%	3.0%	4.5%	NO
Black	26.4%	8.8%	7.0%	10.5%	YES
Hispanic	25.6%	16.3%	13.1%	19.6%	YES
White	39.2%	70.7%	56.6%	84.8%	YES

**Private Residential Facility (Ages 6-21)**

Race	Percent in Private Residential Facility	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	1.4%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	2.5%	3.7%	3.0%	4.5%	YES
Black	14.0%	8.8%	7.0%	10.5%	YES
Hispanic	7.7%	16.3%	13.1%	19.6%	YES
White	74.4%	70.7%	56.6%	84.8%	NO

Note: Since Asian/Pacific and Indian/Alaska Native groups represent less than 1,000 students, percentages for these groups should be interpreted with caution, especially for low incidence disabilities.

**Rhode Island's Program Placement Of  
Students Receiving Special Education By Race  
School Year 2002-2003**

**Homebound/Hospitalized (Ages 6 - 21)**

Race	Percent In Homebound/Hospitalized	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	0.5%	0.5%	0.4%	0.6%	NO
Asian/Pacific Islander	1.0%	3.7%	3.0%	4.5%	YES
Black	4.8%	8.8%	7.0%	10.5%	YES
Hispanic	9.1%	16.3%	13.1%	19.6%	YES
White	84.6%	70.7%	56.6%	84.8%	NO

**Correctionals Facilities (Ages 6 - 21)**

Race	Percent In Correctional Facilities	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	2.3%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.0%	3.7%	3.0%	4.5%	YES
Black	32.6%	8.8%	7.0%	10.5%	YES
Hispanic	30.2%	16.3%	13.1%	19.6%	YES
White	34.9%	70.7%	56.6%	84.8%	YES

**Children With Disabilities Enrolled In Private Schools Not Placed Or Referred By Public Agencies**

Race	Percent In Private Schs Not Placed Or Referred by P. A.	Percent of State Student Population	Race Disproportion		
			Acceptable Range		Range Exceeded
			Low	High	
Indian/Alaska Native	1.0%	0.5%	0.4%	0.6%	YES
Asian/Pacific Islander	0.4%	3.7%	3.0%	4.5%	YES
Black	2.8%	8.8%	7.0%	10.5%	YES
Hispanic	3.0%	16.3%	13.1%	19.6%	YES
White	92.8%	70.7%	56.6%	84.8%	YES

Note: Since Asian/Pacific and Indian/Alaska Native groups represent less than 1,000 students, percentages for these groups should be interpreted with caution, especially for low incidence disabilities.

**Table II - A**

**Percent of Students Ages 3 - 5 In Their Program Placements**

<b>December 2001</b>				<b>December 2002</b>		
	<b>Early Childhood Setting</b>	<b>Early Childhood Special Education Setting</b>	<b>Part-time Early Childhood/Part-time Early Childhood Spec. Ed. Setting</b>	<b>Early Childhood Setting</b>	<b>Early Childhood Special Education Setting</b>	<b>Part-time Early Childhood/Part-time Early Childhood Spec. Ed. Setting</b>
<b>Statewide Average % of Students</b>	<b>72.62%</b>	<b>29.03%</b>	<b>0.00%</b>	<b>73.84%</b>	<b>28.72%</b>	<b>0%</b>
<b>Range Among LEAs of % of Students</b>	<b>41.25% to 100%</b>	<b>4.55% to 58.33%</b>	<b>0.00%</b>	<b>50.00% to 100%</b>	<b>2.41% to 50.00%</b>	<b>0%</b>



Table V - A

**Part B Annual Performance Report**  
**2001-2002 Graduation and Dropout Rates for Regular Education**

		Total	Total	Students w/ Disabilities	Students w/ Disabilities	Non-Disabled	Non-Disabled	Non-Disabled	Non-Disabled
		Graduates	Dropouts	Graduates	Dropouts	Graduates	Dropouts	Graduation Rate	Dropout Rate
01	Barrington	206	20	25	13	181	7	96.28%	3.72%
03	Burrillville	187	35	16	11	171	24	87.69%	12.31%
04	Central Falls	169	77	32	15	137	62	68.84%	31.16%
06	Coventry	380	55	106	2	274	53	83.79%	16.21%
07	Cranston	707	136	89	19	618	117	84.08%	15.92%
08	Cumberland	304	29	55	12	249	17	93.61%	6.39%
09	East Greenwich	147	13	20	7	127	6	95.49%	4.51%
10	East Providence	422	113	69	37	353	76	82.28%	17.72%
12	Foster	0	0	0	0	0	0	0.00%	100.00%
13	Glocester	0	0	0	0	0	0	0.00%	100.00%
15	Jamestown *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16	Johnston	142	30	32	9	110	21	83.97%	16.03%
17	Lincoln	213	19	24	8	189	11	94.50%	5.50%
18	Little Compton *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	Middletown	169	24	24	15	145	9	94.16%	5.84%
20	Narragansett	121	15	32	11	89	4	95.70%	4.30%
21	Newport	168	32	26	8	142	24	85.54%	14.46%
22	New Shoreham	9	0	2	0	7	0	100.00%	0.00%
23	North Kingstown	316	32	36	9	280	23	92.41%	7.59%
24	North Providence	213	35	28	14	185	21	89.81%	10.19%
25	North Smithfield	130	5	9	2	121	3	97.58%	2.42%
26	Pawtucket	394	213	50	50	344	163	67.85%	32.15%
27	Portsmouth	184	23	23	15	161	8	95.27%	4.73%
28	Providence	1122	559	67	28	1055	531	66.52%	33.48%
30	Scituate	147	17	11	4	136	13	91.28%	8.72%
31	Smithfield	187	18	14	4	173	14	92.51%	7.49%
32	South Kingstown	304	41	28	11	276	30	90.20%	9.80%
33	Tiverton	136	22	19	12	117	10	92.13%	7.87%
35	Warwick	782	67	95	21	687	46	93.72%	6.28%
36	Westerly	229	33	43	14	186	19	90.73%	9.27%
38	West Warwick	210	80	27	30	183	50	78.54%	21.46%
39	Woonsocket	339	123	42	44	297	79	78.99%	21.01%
96	Bristol Warren	205	82	27	25	178	57	75.74%	24.26%
97	Exeter-West Greenwich	128	11	16	10	112	1	99.12%	0.88%
98	Chariho	281	35	33	21	248	14	94.66%	5.34%
99	Foster-Glocester	186	24	19	16	167	8	95.43%	4.57%
40	Davies	127	28	26	5	101	23	81.45%	18.55%
50	RISD	6	1	5	1	1	0	100.00%	0.00%
60	MET	45	2	4	1	41	1	97.62%	2.38%
<b>Grand Total</b>		<b>9015</b>	<b>2049</b>	<b>1174</b>	<b>504</b>	<b>7841</b>	<b>1545</b>	<b>83.54%</b>	<b>16.46%</b>

**Note: Graduation and Dropout Rates have been adjusted.**

Non-Disabled Graduates = Total Graduates minus Students With Disabilities Graduates

Non-Disabled Dropouts = Total Dropouts minus Students With Disabilities Dropouts

Rhode Island used the following NCES cohort formula to calculate the dropout rate for the graduating class of 2002-03.

Document Name: Graduation - Regular Ed-2001-

Graduation Rate =

Number of 2002 Graduates

# of 2002 Graduation +  
 # of grade 9 dropouts in 1998-99 +  
 # of grade 10 dropouts in 1999-00 +  
 # of grade 11 dropouts in 2000-01 +  
 # of grade 12 dropouts in 2001-02 +

X 100

Table V - C

## Part B Annual Performance Report

## 2001-2002 Graduation and Dropout Rates For Students With Disabilities

		9th Grade	10th Grade	11th Grade	12th Grade	Total					
		Dropout	Dropout	Dropout	Dropout	Dropout	Graduated	Graduated w/Cert.	Total Graduates	Graduation Rate	Dropout Rate
01	Barrington	1	1	8	3	13	25	0	25	65.79%	34.21%
03	Burrillville	2	3	3	3	11	16	0	16	59.26%	40.74%
04	Central Falls	0	3	3	9	15	32	0	32	68.09%	31.91%
06	Coventry	0	0	0	2	2	106	0	106	98.15%	1.85%
07	Cranston	0	5	12	2	19	89	0	89	82.41%	17.59%
08	Cumberland	3	1	5	3	12	55	0	55	82.09%	17.91%
09	East Greenwich	2	0	4	1	7	20	0	20	74.07%	25.93%
10	East Providence	8	12	12	5	37	68	1	69	65.09%	34.91%
12	Foster	0	0	0	0	0	0	0	0	0.00%	0.00%
13	Glocester	0	0	0	0	0	0	0	0	0.00%	0.00%
15	Jamestown *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16	Johnston	1	4	4	0	9	32	0	32	78.05%	21.95%
17	Lincoln	3	1	3	1	8	24	0	24	75.00%	25.00%
18	Little Compton *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	Middletown	1	5	3	6	15	24	0	24	61.54%	38.46%
20	Narragansett	2	0	6	3	11	32	0	32	74.42%	25.58%
21	Newport	2	0	5	1	8	26	0	26	76.47%	23.53%
22	New Shoreham	0	0	0	0	0	2	0	2	100.00%	0.00%
23	North Kingstown	3	3	0	3	9	36	0	36	80.00%	20.00%
24	North Providence	4	4	3	3	14	28	0	28	66.67%	33.33%
25	North Smithfield	0	0	1	1	2	9	0	9	81.82%	18.18%
26	Pawtucket	13	12	17	8	50	50	0	50	50.00%	50.00%
27	Portsmouth	2	6	5	2	15	23	0	23	60.53%	39.47%
28	Providence	4	15	6	3	28	67	0	67	70.53%	29.47%
30	Scituate	2	0	1	1	4	0	11	11	73.33%	26.67%
31	Smithfield	1	3	0	0	4	14	0	14	77.78%	22.22%
32	South Kingstown	2	4	3	2	11	28	0	28	71.79%	28.21%
33	Tiverton	1	3	6	2	12	19	0	19	61.29%	38.71%
35	Warwick	1	12	8	0	21	95	0	95	81.90%	18.10%
36	Westerly	2	6	5	1	14	43	0	43	75.44%	24.56%
38	West Warwick	7	5	9	9	30	27	0	27	47.37%	52.63%
39	Woonsocket	12	5	13	14	44	41	1	42	48.84%	51.16%
96	Bristol Warren	10	9	1	5	25	27	0	27	51.92%	48.08%
97	Exeter-West Greenwich	4	2	3	1	10	16	0	16	61.54%	38.46%
98	Charlho	4	3	8	6	21	33	0	33	61.11%	38.89%
99	Foster-Glocester	2	4	5	5	16	19	0	19	54.29%	45.71%
40	Davies	0	0	3	2	5	26	0	26	83.87%	16.13%
50	RISD	0	0	1	0	1	5	0	5	83.33%	16.67%
60	MET	0	1	0	0	1	4	0	4	80.00%	20.00%
<b>Grand Total</b>		<b>99</b>	<b>132</b>	<b>166</b>	<b>107</b>	<b>504</b>	<b>1161</b>	<b>13</b>	<b>1174</b>	<b>69.96%</b>	<b>30.04%</b>
48	CVS Highlander	N/A									
51	Paul Cuffee Charter	N/A									
52	Kingston Hill Academy	N/A									
53	International Charter	N/A									
54	Blackstone Academy	N/A									
55	Compass Charter School	N/A									
00	DCYF	N/A									

Note: Rhode Island used the following NCES cohort formula to calculate the dropout rate for the graduating class of 2001-02.

Document Name: Annual Reports - 2001-02 Rates - Rev3

Graduation Rate =

Number of 2002 Graduates

# of 2002 Graduation +  
 # of grade 9 dropouts in 1998-99 +  
 # of grade 10 dropouts in 1999-00 +  
 # of grade 11 dropouts in 2000-01 +  
 # of grade 12 dropouts in 2001-02 +

X 100

\* High School Students from Jamestown and Little Compton are reported in North Kingstown and Portsmouth respectively.

Table IV - C

**Part B Annual Performance Report**  
**2002-2003 Graduation and Dropout Rates for Regular Education**

		Total	Total	Students w/ Disabilities	Students w/ Disabilities	Non-Disabled	Non-Disabled	Non-Disabled	Non-Disabled
		Graduates	Dropouts	Graduates	Dropouts	Graduates	Dropouts	Graduation Rate	Dropout Rate
01	Barrington	222	18	29	8	193	10	95.07%	4.93%
03	Burrillville	204	30	14	6	190	24	88.79%	11.21%
04	Central Falls	157	78	23	7	134	71	65.37%	34.63%
06	Coventry	403	44	90	12	313	32	90.72%	9.28%
07	Cranston	671	129	108	18	563	111	83.53%	16.47%
08	Cumberland	336	24	69	18	267	6	97.80%	2.20%
09	East Greenwich	164	11	24	8	140	3	97.90%	2.10%
10	East Providence	385	168	67	23	318	145	68.68%	31.32%
12	Foster	0	0	0	0	0	0	0.00%	100.00%
13	Glocester	0	0	0	0	0	0	0.00%	100.00%
15	Jamestown *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16	Johnston	172	37	20	15	152	22	87.36%	12.64%
17	Lincoln	257	16	27	4	230	12	95.04%	4.96%
18	Little Compton *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	Middletown	190	8	30	10	160	-2	101.27%	-1.27%
20	Narragansett	118	7	36	15	82	-8	110.81%	-10.81%
21	Newport	166	42	31	8	135	34	79.88%	20.12%
22	New Shoreham	6	1	3	0	3	1	75.00%	25.00%
23	North Kingstown	297	28	39	8	258	20	92.81%	7.19%
24	North Providence	213	35	26	13	187	22	89.47%	10.53%
25	North Smithfield	113	8	12	2	101	6	94.39%	5.61%
26	Pawtucket	467	228	56	43	411	185	68.96%	31.04%
27	Portsmouth	201	13	29	6	172	7	96.09%	3.91%
28	Providence	1151	601	141	45	1010	556	64.50%	35.50%
30	Scituate	125	3	13	2	112	1	99.12%	0.88%
31	Smithfield	188	26	14	3	174	23	88.32%	11.68%
32	South Kingstown	304	50	36	17	268	33	89.04%	10.96%
33	Tiverton	146	27	33	6	113	21	84.33%	15.67%
35	Warwick	761	103	107	20	654	83	88.74%	11.26%
36	Westerly	230	32	52	24	178	8	95.70%	4.30%
38	West Warwick	217	76	30	20	187	56	76.95%	23.05%
39	Woonsocket	316	136	53	56	263	80	76.68%	23.32%
96	Bristol Warren	258	83	36	14	222	69	76.29%	23.71%
97	Exeter-West Greenwich	141	16	18	9	123	7	94.62%	5.38%
98	Chariho	265	32	61	35	204	-3	101.49%	-1.49%
99	Foster-Glocester	224	23	23	13	201	10	95.26%	4.74%
40	Davies	142	13	28	8	114	5	95.80%	4.20%
50	RISD	17	0	11	0	6	0	100.00%	0.00%
60	MET	49	3	1	0	48	3	94.12%	5.88%
<b>Grand Total</b>		<b>9276</b>	<b>2149</b>	<b>1390</b>	<b>496</b>	<b>7886</b>	<b>1653</b>	<b>82.67%</b>	<b>17.33%</b>

**Note: Graduation and Dropout Rates have been adjusted.**

Adjusted Graduates = Statewide Graduates minus Special Ed. Graduates

Adjusted Dropouts = Statewide Dropouts minus Special Ed. Dropouts

Rhode Island used the following NCES cohort formula to calculate the dropout rate for the graduating class of 2002-03.

Document Name: Graduation - Regular Ed -2002-03 Rev3.xls

Graduation Rate =

Number of 2003 Graduates

# of 2003 Graduation +  
 # of grade 9 dropouts in 1999-00 +  
 # of grade 10 dropouts in 2000-01 +  
 # of grade 11 dropouts in 2001-02 +  
 # of grade 12 dropouts in 2002-03 +

X 100

Table V - D

## Part B Annual Performance Report

## 2002-2003 Graduation and Dropout Rates For Students With Disabilities

		9th Grade	10th Grade	11th Grade	12th Grade	Total					
		Dropout	Dropout	Dropout	Dropout	Dropout	Graduated	Graduated w/Certificate	Total Graduates	Graduation Rate	Dropout Rate
01	Barrington	0	1	4	3	8	29	0	29	78.38%	21.62%
03	Burrillville	0	1	4	1	6	14	0	14	70.00%	30.00%
04	Central Falls	0	3	4	0	7	23	0	23	76.67%	23.33%
06	Coventry	0	0	2	10	12	90	0	90	88.24%	11.76%
07	Cranston	8	5	5	0	18	108	0	108	85.71%	14.29%
08	Cumberland	4	6	5	3	18	69	0	69	79.31%	20.69%
09	East Greenwich	1	1	3	3	8	24	0	24	75.00%	25.00%
10	East Providence	6	9	6	2	23	67	0	67	74.44%	25.56%
12	Foster	0	0	0	0	0	0	0	0	0.00%	0.00%
13	Glocester	0	0	0	0	0	0	0	0	0.00%	0.00%
15	Jamestown *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16	Johnston	6	6	1	2	15	20	0	20	57.14%	42.86%
17	Lincoln	1	1	1	1	4	27	0	27	87.10%	12.90%
18	Little Compton *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	Middletown	1	2	6	1	10	29	1	30	75.00%	25.00%
20	Narragansett	0	3	6	6	15	36	0	36	70.59%	29.41%
21	Newport	2	1	4	1	8	31	0	31	79.49%	20.51%
22	New Shoreham	0	0	0	0	0	3	0	3	100.00%	0.00%
23	North Kingstown	3	1	2	2	8	39	0	39	82.98%	17.02%
24	North Providence	1	5	6	1	13	26	0	26	66.67%	33.33%
25	North Smithfield	1	0	1	0	2	12	0	12	85.71%	14.29%
26	Pawtucket	17	10	12	4	43	56	0	56	56.57%	43.43%
27	Portsmouth	2	2	2	0	6	29	0	29	82.86%	17.14%
28	Providence	7	4	5	29	45	140	1	141	75.81%	24.19%
30	Scituate	0	0	1	1	2	13	0	13	86.67%	13.33%
31	Smithfield	1	1	0	1	3	14	0	14	82.35%	17.65%
32	South Kingstown	4	2	7	4	17	36	0	36	67.92%	32.08%
33	Tiverton	0	3	3	0	6	33	0	33	84.62%	15.38%
35	Warwick	7	8	3	2	20	107	0	107	84.25%	15.75%
36	Westerly	5	4	14	1	24	52	0	52	68.42%	31.58%
38	West Warwick	2	6	10	2	20	30	0	30	60.00%	40.00%
39	Woonsocket	25	24	6	1	56	51	2	53	48.62%	51.38%
96	Bristol Warren	4	3	7	0	14	36	0	36	72.00%	28.00%
97	Exeter-West Greenwich	4	2	1	2	9	18	0	18	66.67%	33.33%
98	Chariho	4	4	11	16	35	61	0	61	63.54%	36.46%
99	Foster-Glocester	0	1	9	3	13	23	0	23	63.89%	36.11%
40	Davies	0	5	3		8	28	0	28	77.78%	22.22%
50	RISD	0	0	0		0	11	0	11	100.00%	0.00%
60	MET	0	0	0		0	1	0	1	100.00%	0.00%
<b>Grand Total</b>		<b>116</b>	<b>124</b>	<b>154</b>	<b>102</b>	<b>496</b>	<b>1386</b>	<b>4</b>	<b>1390</b>	<b>73.70%</b>	<b>26.30%</b>
48	CVS Highlander	N/A									
51	Paul Cuffee Charter	N/A									
52	Kingston Hill Academy	N/A									
53	International Charter	N/A									
54	Blackstone Academy	N/A									
55	Compass Charter School	N/A									
00	DCYF	N/A									

Note: Rhode Island used the following NCES cohort formula to calculate the dropout rate for the graduating class of 2002-03.

\* High School Students from Jamestown and Little Compton are reported in North Kingstown and Portsmouth respective\*\*

Document Name: Annual Reports -2002-03 Rates Rev1.xls

Graduation Rate =

Number of 2003 Graduates

# of 2003 Graduation +  
 # of grade 9 dropouts in 1999-00 +  
 # of grade 10 dropouts in 2000-01 +  
 # of grade 11 dropouts in 2001-02 +  
 # of grade 12 dropouts in 2002-03 +

X 100

**Unduplicated Count of Students Unilaterally Removed To An Interim Alternative Educational Setting Or  
Suspended For More Than 10 Days**

**Table IV - E**

**School Year 2001-2002**

<b>Lea Code</b>	<b>Lea Name</b>	<b>Total</b>	<b>Children With Disabilities</b>	<b>Non-Disabled Children</b>
01	Barrington	5	2	3
02	Bristol	0	0	0
03	Burrillville	15	2	13
04	Central Falls	92	19	73
05	Charlestown	0	0	0
06	Coventry	35	16	19
07	Cranston	159	59	100
08	Cumberland	36	8	28
09	East Greenwich	3	0	3
10	East Providence	51	21	30
12	Foster	0	0	0
13	Glocester	0	0	0
14	Hopkinton	0	0	0
15	Jamestown	0	0	0
16	Johnston	45	14	31
17	Lincoln	35	18	17
18	Little Compton	0	0	0
19	Middletown	13	3	10
20	Narragansett	8	3	5
21	Newport	23	9	14
22	New Shoreham	0	0	0
23	North Kingstown	9	1	8
24	North Providence	27	11	16
25	North Smithfield	22	1	21
26	Pawtucket	123	24	99
27	Portsmouth	6	2	4
28	Providence	248	20	228
29	Richmond	0	0	0
30	Scituate	11	5	6
31	Smithfield	8	3	5
32	South Kingstown	31	12	19
33	Tiverton	3	1	2
34	Warren	0	0	0
35	Warwick	51	17	34
36	Westerly	17	2	15
38	West Warwick	21	6	15
39	Woonsocket	127	41	86
40	Davies Career & Tech	2	0	2
48	CVS Highlander	0	0	0
50	R.I. Sch for the Deaf	0	0	0
51	Paul Cuffee Charter Sch	0	0	0
52	Kingston Hill Academy	0	0	0
53	International Charter	0	0	0
54	Blackstone Academy	0	0	0
55	Compass Charter School	0	0	0
58	Beacon Charter School	0	0	0
60	MET Career & Tech	0	0	0
96	Bristol Warren	68	19	49
97	Exeter-West Greenwich	27	15	12
98	Chariho	31	9	22
99	Foster-Glocester	41	15	26
		1393	378	1015
PAGE 91				
Document Name: Suspension 2001-02 - 3A - FINAL				

**Number Of Students With A Single Suspension Of More Than 10 Days  
School Year 2001-2002**

**Table IV - F**

<b>Lea Code</b>	<b>Lea Name</b>	<b>Total</b>	<b>Children With Disabilities</b>	<b>Non-Disabled Children</b>
01	Barrington	0	0	0
02	Bristol	0	0	0
03	Burrillville	14	1	13
04	Central Falls	4	1	3
05	Charlestown	0	0	0
06	Coventry	3	2	1
07	Cranston	1	1	0
08	Cumberland	0	0	0
09	East Greenwich	0	0	0
10	East Providence	0	0	0
12	Foster	0	0	0
13	Glocester	0	0	0
14	Hopkinton	0	0	0
15	Jamestown	0	0	0
16	Johnston	12	4	8
17	Lincoln	0	0	0
18	Little Compton	0	0	0
19	Middletown	2	0	2
20	Narragansett	1	0	1
21	Newport	1	0	1
22	New Shoreham	0	0	0
23	North Kingstown	0	0	0
24	North Providence	0	0	0
25	North Smithfield	5	0	5
26	Pawtucket	1	0	1
27	Portsmouth	0	0	0
28	Providence	9	1	8
29	Richmond	0	0	0
30	Scituate	0	0	0
31	Smithfield	1	0	1
32	South Kingstown	0	0	0
33	Tiverton	0	0	0
34	Warren	0	0	0
35	Warwick	0	0	0
36	Westerly	6	1	5
38	West Warwick	0	0	0
39	Woonsocket	2	1	1
40	Davies Career & Tech	0	0	0
48	CVS Highlander	0	0	0
50	R.I. Sch for the Deaf	0	0	0
51	Paul Cuffee Charter Sch	0	0	0
52	Kingston Hill Academy	0	0	0
53	International Charter	0	0	0
54	Blackstone Academy	0	0	0
55	Compass Charter School	0	0	0
58	Beacon Charter School	0	0	0
60	MET Career & Tech	0	0	0
96	Bristol Warren	4	1	3
97	Exeter-West Greenwich	0	0	0
98	Chariho	0	0	0
99	Foster-Glocester	0	0	0
		66	13	53
Document Name: Suspension 2001-02 - 3B - FINAL				

**Unduplicated Count Of Students Unilaterally Removed To An Interim Alternative Education Setting Or  
Suspended For More Than 10 Days**

**Table IV - G**

**School Year 2002-2003**

<b>Lea Code</b>	<b>Lea Name</b>	<b>Total</b>	<b>Children With Disabilities</b>	<b>Non-Disabled Children</b>
01	Barrington	3	1	2
02	Bristol	0	0	0
03	Burrillville	12	2	10
04	Central Falls	63	11	52
05	Charlestown	0	0	0
06	Coventry	15	7	8
07	Cranston	147	64	83
08	Cumberland	43	12	31
09	East Greenwich	1	1	0
10	East Providence	38	11	27
12	Foster	0	0	0
13	Glocester	0	0	0
14	Hopkinton	0	0	0
15	Jamestown	0	0	0
16	Johnston	51	14	37
17	Lincoln	53	23	30
18	Little Compton	0	0	0
19	Middletown	7	2	5
20	Narragansett	6	2	4
21	Newport	33	15	18
22	New Shoreham	0	0	0
23	North Kingstown	8	4	4
24	North Providence	26	11	15
25	North Smithfield	14	1	13
26	Pawtucket	131	40	91
27	Portsmouth	6	0	6
28	Providence	318	51	267
29	Richmond	0	0	0
30	Scituate	1	0	1
31	Smithfield	14	2	12
32	South Kingstown	33	9	24
33	Tiverton	3	0	3
34	Warren	0	0	0
35	Warwick	41	18	23
36	Westerly	9	1	8
38	West Warwick	31	7	24
39	Woonsocket	106	41	65
40	Davies Career & Tech	0	0	0
48	CVS Highlander	0	0	0
50	R.I. Sch for the Deaf	0	0	0
51	Paul Cuffee Charter Sch	0	0	0
52	Kingston Hill Academy	0	0	0
53	International Charter	0	0	0
54	Blackstone Academy	0	0	0
55	Compass Charter School	0	0	0
58	Beacon Charter School	0	0	0
60	MET Career & Tech	0	0	0
96	Bristol Warren	57	26	31
97	Exeter-West Greenwich	0	0	0
98	Chariho	43	11	32
99	Foster-Glocester	37	6	31
		<b>1350</b>	<b>393</b>	<b>957</b>
Document Name: Suspension 2002-03 - 3A - FINAL				
PAGE 93				

**Number Of Students With A Single Suspension Of More Than 10 Days  
School Year 2002-2003**

**Table IV - H**

<b>Lea Code</b>	<b>Lea Name</b>	<b>Total</b>	<b>Children With Disabilities</b>	<b>Non-Disabled Children</b>
01	Barrington	0	0	0
02	Bristol	0	0	0
03	Burrillville	0	0	0
04	Central Falls	2	1	1
05	Charlestown	0	0	0
06	Coventry	0	0	0
07	Cranston	0	0	0
08	Cumberland	2	2	0
09	East Greenwich	0	0	0
10	East Providence	0	0	0
12	Foster	0	0	0
13	Glocester	0	0	0
14	Hopkinton	0	0	0
15	Jamestown	0	0	0
16	Johnston	2	0	2
17	Lincoln	0	0	0
18	Little Compton	0	0	0
19	Middletown	2	0	2
20	Narragansett	2	2	0
21	Newport	0	0	0
22	New Shoreham	0	0	0
23	North Kingstown	0	0	0
24	North Providence	0	0	0
25	North Smithfield	2	0	2
26	Pawtucket	3	0	3
27	Portsmouth	0	0	0
28	Providence	32	5	27
29	Richmond	0	0	0
30	Scituate	0	0	0
31	Smithfield	1	0	1
32	South Kingstown	3	2	1
33	Tiverton	0	0	0
34	Warren	0	0	0
35	Warwick	2	0	2
36	Westerly	0	0	0
38	West Warwick	0	0	0
39	Woonsocket	0	0	0
40	Davies Career & Tech	0	0	0
48	CVS Highlander	0	0	0
50	R.I. Sch for the Deaf	0	0	0
51	Paul Cuffee Charter Sch	0	0	0
52	Kingston Hill Academy	0	0	0
53	International Charter	0	0	0
54	Blackstone Academy	0	0	0
55	Compass Charter School	0	0	0
58	Beacon Charter School	0	0	0
60	MET Career & Tech	0	0	0
96	Bristol Warren	0	0	0
97	Exeter-West Greenwich	0	0	0
98	Chariho	0	0	0
99	Foster-Glocester	1	0	1
		<b>54</b>	<b>12</b>	<b>42</b>
Document Name: Suspension 2002-03 - 3B -FINAL				



**Attachment 3**  
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON**  
**STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

STATE: RHODE ISLAND

## SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
4	2,295	12,438
8	2,524	12,990
10	1,881	12,002

APR/SUBMISSION REQUIREMENTS: 2002-2003  
(OMB NO: 1820-0624/Expiration Date)

Attachment 3 - Page 1 of 8

## Attachment 3

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON  
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: RHODE ISLAND

## SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
4	2,210	0	0	0	0	0
8	2,441	0	0	0	0	0
10	1,807	0	0	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without changes. In some States these changes are called accommodations, modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly.)

APR/SUBMISSION REQUIREMENTS: 2002-2003

(OMB NO: 1820-0624/Expiration Date)

Attachment 3 - Page 2 of 8

**Attachment 3**  
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON**  
**STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

STATE: RHODE ISLAND

**SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (continued)**

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>1</sup> (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (5C)	Parental Exceptions (6)	Absent (7)	EXEMPT FOR OTHER REASONS* (8)
4	85	85	0	0	Not Applicable	See No Scores	See No Scores
8	83	83	0	0	Not Applicable	See No Scores	See No Scores
10	74	74	0	0	Not Applicable	See No Scores	See No Scores

\* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

<sup>1</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

**Parental Exemption'** is not allowed in exempting a student from taking an Assessment Test.

**No Scores - SEE DEFINITION OF 'No Scores'.**

**Attachment 3**  
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON**  
**STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

STATE: RHODE ISLAND

**SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT\***

Grade Level	REGULAR ASSESSMENT <sup>1</sup> (9A)						ALTERNATE ASSESSMENT <sup>2</sup> (9B)							
	Achieved Honors	Achieved Standard	Nearly Achieved Standard	Below Standard	Little Evidence Of Achievement	No Score	Achieved Honors	Achieved Standard	Nearly Achieved Standard	Below Standard	Little Evidence Of Achievement	No Score	No Valid Score (10) <sup>5</sup>	Row Total <sup>6</sup> (11)
4	97	420	427	989	251	26	11	26	14	15	4	15	0	2,295
8	35	221	303	724	1,010	148	11	19	12	18	4	19	0	2,524
10	21	130	149	683	582	242	7	22	23	5	6	11	0	1,881

\* State Achievement Level(s) considered proficient or higher for purposes of NCLB are: **Achieved Honors and Achieved the Standard.**

<sup>1</sup> The total number of students reported by achievement level in 9A is equal to the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

<sup>2</sup> The total number of students reported by achievement level in 9B is equal to the number reported in column 5 minus the number reported in columns 5B.

<sup>3</sup> Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

<sup>4</sup> Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

<sup>5</sup> The number of students reported in column 10 is equal to the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

<sup>6</sup> The row total (column 9A level A + level B + level C ...+ level X) + (column 9B level A, level B, level C...+ level X) + column 10 is equal to the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

(OMB NO: 1820-0624/Expiration Date)

APR/SUBMISSION REQUIREMENTS: 2002-2003

Attachment 3 - Page 4 of 8

**Attachment 3**  
**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON**  
**STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

STATE: RHODE ISLAND

## SECTION D. ENROLLMENT DATA FOR THE ENGLISH LANGUAGE ARTS ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
4	2,305	12,465
8	2,404	12,989
10	1,931	12,002

Note: Math Assessment Testing and English Language Arts Assessment Testing are taken 2 weeks apart and therefore account for the difference in the in numbers for both the 'students with IEPs' and 'All Students' on page 1 of Attachment 3 this page 5 of Attachment 3.

Attachment 3 - Page 5 of 8

APR/SUBMISSION REQUIREMENTS: 2002-2003  
(OMB NO: 1820-0624/Expiration Date)

## Attachment 3

**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON  
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

STATE: RHODE ISLAND

**SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON ENGLISH LANGUAGE ARTS ASSESSMENT**

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
<b>4</b>	<b>2,220</b>	<b>94</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>8</b>	<b>2,321</b>	<b>87</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>10</b>	<b>1,857</b>	<b>64</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly.)

APR/SUBMISSION REQUIREMENTS: 2002-2003  
(OMB NO: 1820-0624/Expiration Date)

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## Attachment 3

**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON  
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

STATE: RHODE ISLAND

**SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON ENGLISH LANGUAGE ARTS (continued)**

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>1</sup> (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (5C)	Parental Exceptions (6)	Absent (7)	EXEMPT FOR OTHER REASONS* (8)
4	85	85	0	0	Not Applicable	See No Scores	See No Scores
8	83	83	0	0	Not Applicable	See No Scores	See No Scores
10	74	74	0	0	Not Applicable	See No Scores	See No Scores

\* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

<sup>1</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

APR/SUBMISSION REQUIREMENTS: 2002-2003  
(OMB NO: 1820-0624/Expiration Date)

Attachment 3 - Page 7 of 8

## Attachment 3

**REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON  
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT**

STATE: RHODE ISLAND

**SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON ENGLISH LANGUAGE ARTS ASSESSMENT\***

Grade Level	REGULAR ASSESSMENT <sup>1</sup> (9A)						ALTERNATE ASSESSMENT <sup>2</sup> (9B)							
	Achieved Honors	Achieved Standard	Nearly Achieved Standard	Below Standard	Little Evidence Of Achievement	No Score	Achieved Honors	Achieved Standard	Nearly Achieved Standard	Below Standard	Little Evidence Of Achievement	No Score	No Valid Score (10) <sup>5</sup>	Row Total <sup>6</sup> (11)
<b>4</b>	<b>41</b>	<b>621</b>	<b>437</b>	<b>929</b>	<b>50</b>	<b>142</b>	<b>11</b>	<b>26</b>	<b>14</b>	<b>15</b>	<b>4</b>	<b>15</b>	<b>0</b>	<b>2,305</b>
<b>8</b>	<b>6</b>	<b>312</b>	<b>836</b>	<b>768</b>	<b>165</b>	<b>234</b>	<b>11</b>	<b>19</b>	<b>12</b>	<b>18</b>	<b>4</b>	<b>19</b>	<b>0</b>	<b>2,404</b>
<b>10</b>	<b>15</b>	<b>278</b>	<b>588</b>	<b>638</b>	<b>53</b>	<b>285</b>	<b>7</b>	<b>22</b>	<b>23</b>	<b>5</b>	<b>6</b>	<b>11</b>	<b>0</b>	<b>1,931</b>

\* State Achievement Level(s) considered proficient or higher for purposes of NCLB are: **Achieved Honors and Achieved the Standard.**

<sup>1</sup> The total number of students reported by achievement level in 9A is equal to the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

<sup>2</sup> The total number of students reported by achievement level in 9B is equal to the number reported in column 5 minus the number reported in columns 5B.

**Since the Math and English Language Arts Assessments are not done in the same week, there are differences in the number of students who were enrolled at the time of each assessment.**

<sup>3</sup> Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

<sup>4</sup> Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

<sup>5</sup> The number of students reported in column 10 is equal to the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

<sup>6</sup> The row total (column 9A level A + level B + level C ...+ level X) + (column 9B level A, level B, level C...+ level X) + column 10 is equal to the number of students with IEPs reported in Section D. If the number of students is not the same, provide an explanation.

APR/SUBMISSION REQUIREMENTS: 2002-2003

Attachment 3 - Page 8 of 8

(OMB NO: 1820-0624/Expiration Date)



## **Use of “No Score” In the Rhode Island NCLB Accountability System (As of March 2004)**

School performance in the Rhode Island accountability system uses an index score that ranges from 0-100 points. Students who meet (or exceed) the performance standard contribute 100 points to the index. Students with a “no score” contribute zero points when the index is computed by averaging across students. Students at other levels on the performance scale may contribute 25, 50, or 75 points depending on levels of performance. All enrolled students contribute to the index including those who receive a “no score”(zero points). Thus, the “no score” category is considered a valid score in the Rhode Island system.

There are ten ways a student may receive a “no score”. All of these ten ways are treated identically in the calculation of a school index score.

- (1) Enrollment exceeds test booklets returned.  
A test booklet should be returned for every student enrolled even if there is no student work to be scored. However, in cases where the official enrollment of the school (collected separately) is greater than the number of test booklets returned for processing, additional “no score” records are added to the file to make up the numerical difference. These records contribute to the index score for the school even though we do not have on the record file the name, demographic or program characteristics of the student. For example, if the missing student has an IEP, this would not be recorded on the file.
- (2) Students take one or two test sessions, but not all three required test sessions. These records are identified as “testing incomplete” and are converted to “no scores” for the calculation of school performance.
- (3) The student is absent on all testing days and make-up days.
- (4) The student was supposed to have a year-long “alternate assessment” portfolio submitted in place of the standard statewide examination, but no portfolio was submitted.
- (5) An “alternate assessment” portfolio was submitted but, when evaluated, it received the minimum possible score of 5 points (2003 rubric).
- (6) Student was available for testing, but refused to respond to any of the questions.
- (7) Student’s native language is not English and student’s English language skills are so minimal that student could not attempt the test.
- (8) A testing accommodation that might allow a student to attempt the test is not available.
- (9) A testing accommodation that is not allowed is used.

- (10) Student is in a medical or emotional state so fragile that administrators decide not to test the student.

In effect, no student is exempted from the Rhode Island NCLB accountability system. Students in all of the ten situations described above contribute zero points to the school performance index and all are counted in the denominator used in the calculations.

Only students in categories 1, 2, 4, 5 and 9 can be identified separately, in some cases by going back to the raw data files. Category 1 is particularly thorny because the data record provides no information on what would be the appropriate NCLB “disaggregation” group because none of the demographic or program information is known for category 1 students.

Students in categories 3, 6, 7, 8, and 10 are completely indistinguishable from one another on all data files (original or tailored for analysis). For example, there is no way to count the number of absent students represented by category 3 because they are indistinguishable from students in categories 6, 7, 8 and 10. Rhode Island has generally considered these distinctions to be unnecessary because all students are accounted for and any student who does not address all required test sessions on the English language arts or Mathematics examinations will receive zero points in the calculation of the school performance index in either English language arts or Mathematics as applies.

Regarding students with disabilities, it should be noted that analyses of the performance of special education students are subject to the accuracy of coding placed on test booklets. If coding for IEP is not done through oversight, additional students with IEPs could be receiving “no scores,” but there is no way to identify this group. Beginning in March 2004, Rhode Island is phasing in a student identifier system that should improve accuracy in terms of IEP and other program designations.

## Attachment 3

## Table IV - I

## Rhode Island State Assessment Program: Participation Rates Of Students Receiving Special Education

		Participation	Participation	Participation	Participation
		Rate %	Rate %	Rate %	Rate %
Testing Area	Grades	*Spring 00	Spring 01	Spring 02	Spring 03
English Language Arts:					
Reading-Basic					
Understanding					
	4	65	76	79	93
	8	64	76	77	89
	10	39	68	68	85
Reading - Analysis					
& Interpretation	4	65	76	79	93
	8	64	76	77	89
	10	39	68	68	85
Writing Effectiveness					
	4	65	76	79	93
	8	64	76	77	89
	10	39	68	68	85
Writing Conventions					
	4	65	76	79	93
	8	64	76	77	89
	10	39	68	68	85
Mathematics:					
Math Skills					
	4	70	74	75	98
	8	70	75	76	93
	10	43	69	68	87
Math Concepts					
	4	70	74	75	98
	8	70	75	76	93
	10	43	69	68	87
Math Problem Solving					
	4	70	74	75	98
	8	70	75	76	93
	10	43	69	68	87
Document Name: Students Receiving Sped Participation Rates In Asemt Test 2002-2003.xls					

\* Note: Gross approximation for this year. In Spring 2001 did we really start to perfect the data system.

Table IV - A

**Part B Annual Performance Report**  
**2001-2002 Graduation and Dropout Rates for Regular Education**

		Total	Total	Students w/ Disabilities	Students w/ Disabilities	Non-Disabled	Non-Disabled	Non-Disabled	Non-Disabled
		Graduates	Dropouts	Graduates	Dropouts	Graduates	Dropouts	Graduation Rate	Dropout Rate
01	Barrington	206	20	25	13	181	7	96.28%	3.72%
03	Burrillville	187	35	16	11	171	24	87.69%	12.31%
04	Central Falls	169	77	32	15	137	62	68.84%	31.16%
06	Coventry	380	55	106	2	274	53	83.79%	16.21%
07	Cranston	707	136	89	19	618	117	84.08%	15.92%
08	Cumberland	304	29	55	12	249	17	93.61%	6.39%
09	East Greenwich	147	13	20	7	127	6	95.49%	4.51%
10	East Providence	422	113	69	37	353	76	82.28%	17.72%
12	Foster	0	0	0	0	0	0	0.00%	100.00%
13	Glocester	0	0	0	0	0	0	0.00%	100.00%
15	Jamestown *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16	Johnston	142	30	32	9	110	21	83.97%	16.03%
17	Lincoln	213	19	24	8	189	11	94.50%	5.50%
18	Little Compton *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	Middletown	169	24	24	15	145	9	94.16%	5.84%
20	Narragansett	121	15	32	11	89	4	95.70%	4.30%
21	Newport	168	32	26	8	142	24	85.54%	14.46%
22	New Shoreham	9	0	2	0	7	0	100.00%	0.00%
23	North Kingstown	316	32	36	9	280	23	92.41%	7.59%
24	North Providence	213	35	28	14	185	21	89.81%	10.19%
25	North Smithfield	130	5	9	2	121	3	97.58%	2.42%
26	Pawtucket	394	213	50	50	344	163	67.85%	32.15%
27	Portsmouth	184	23	23	15	161	8	95.27%	4.73%
28	Providence	1122	559	67	28	1055	531	66.52%	33.48%
30	Scituate	147	17	11	4	136	13	91.28%	8.72%
31	Smithfield	187	18	14	4	173	14	92.51%	7.49%
32	South Kingstown	304	41	28	11	276	30	90.20%	9.80%
33	Tiverton	136	22	19	12	117	10	92.13%	7.87%
35	Warwick	782	67	95	21	687	46	93.72%	6.28%
36	Westerly	229	33	43	14	186	19	90.73%	9.27%
38	West Warwick	210	80	27	30	183	50	78.54%	21.46%
39	Woonsocket	339	123	42	44	297	79	78.99%	21.01%
96	Bristol Warren	205	82	27	25	178	57	75.74%	24.26%
97	Exeter-West Greenwich	128	11	16	10	112	1	99.12%	0.88%
98	Chariho	281	35	33	21	248	14	94.66%	5.34%
99	Foster-Glocester	186	24	19	16	167	8	95.43%	4.57%
40	Davies	127	28	26	5	101	23	81.45%	18.55%
50	RISD	6	1	5	1	1	0	100.00%	0.00%
60	MET	45	2	4	1	41	1	97.62%	2.38%
<b>Grand Total</b>		<b>9015</b>	<b>2049</b>	<b>1174</b>	<b>504</b>	<b>7841</b>	<b>1545</b>	<b>83.54%</b>	<b>16.46%</b>

**Note: Graduation and Dropout Rates have been adjusted.**

Non-Disabled Graduates = Total Graduates minus Students With Disabilities Graduates

Non-Disabled Dropouts = Total Dropouts minus Students With Disabilities Dropouts

Rhode Island used the following NCES cohort formula to calculate the dropout rate for the graduating class of 2002-03.

\* High School Students from Jamestown and Little Compton are reported in North Kingstown and Portsmouth respectively.

Document Name: Graduation - Regular Ed-2001-02 Rev2.xls

Graduation Rate =

Number of 2002 Graduates

# of 2002 Graduation +  
 # of grade 9 dropouts in 1998-99 +  
 # of grade 10 dropouts in 1999-00 +  
 # of grade 11 dropouts in 2000-01 +  
 # of grade 12 dropouts in 2001-02 +

X 100

Table IV - C

**Part B Annual Performance Report**  
**2002-2003 Graduation and Dropout Rates for Regular Education**

		<b>Total</b>	<b>Total</b>	<b>Students w/ Disabilities</b>	<b>Students w/ Disabilities</b>	<b>Non-Disabled</b>	<b>Non-Disabled</b>	<b>Non-Disabled</b>	<b>Non-Disabled</b>
		<b>Graduates</b>	<b>Dropouts</b>	<b>Graduates</b>	<b>Dropouts</b>	<b>Graduates</b>	<b>Dropouts</b>	<b>Graduation Rate</b>	<b>Dropout Rate</b>
01	Barrington	222	18	29	8	193	10	95.07%	4.93%
03	Burrillville	204	30	14	6	190	24	88.79%	11.21%
04	Central Falls	157	78	23	7	134	71	65.37%	34.63%
06	Coventry	403	44	90	12	313	32	90.72%	9.28%
07	Cranston	671	129	108	18	563	111	83.53%	16.47%
08	Cumberland	336	24	69	18	267	6	97.80%	2.20%
09	East Greenwich	164	11	24	8	140	3	97.90%	2.10%
10	East Providence	385	168	67	23	318	145	68.68%	31.32%
12	Foster	0	0	0	0	0	0	0.00%	100.00%
13	Glocester	0	0	0	0	0	0	0.00%	100.00%
15	Jamestown *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16	Johnston	172	37	20	15	152	22	87.36%	12.64%
17	Lincoln	257	16	27	4	230	12	95.04%	4.96%
18	Little Compton *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	Middletown	190	8	30	10	160	-2	101.27%	-1.27%
20	Narragansett	118	7	36	15	82	-8	110.81%	-10.81%
21	Newport	166	42	31	8	135	34	79.88%	20.12%
22	New Shoreham	6	1	3	0	3	1	75.00%	25.00%
23	North Kingstown	297	28	39	8	258	20	92.81%	7.19%
24	North Providence	213	35	26	13	187	22	89.47%	10.53%
25	North Smithfield	113	8	12	2	101	6	94.39%	5.61%
26	Pawtucket	467	228	56	43	411	185	68.96%	31.04%
27	Portsmouth	201	13	29	6	172	7	96.09%	3.91%
28	Providence	1151	601	141	45	1010	556	64.50%	35.50%
30	Scituate	125	3	13	2	112	1	99.12%	0.88%
31	Smithfield	188	26	14	3	174	23	88.32%	11.68%
32	South Kingstown	304	50	36	17	268	33	89.04%	10.96%
33	Tiverton	146	27	33	6	113	21	84.33%	15.67%
35	Warwick	761	103	107	20	654	83	88.74%	11.26%
36	Westerly	230	32	52	24	178	8	95.70%	4.30%
38	West Warwick	217	76	30	20	187	56	76.95%	23.05%
39	Woonsocket	316	136	53	56	263	80	76.68%	23.32%
96	Bristol Warren	258	83	36	14	222	69	76.29%	23.71%
97	Exeter-West Greenwich	141	16	18	9	123	7	94.62%	5.38%
98	Chariho	265	32	61	35	204	-3	101.49%	-1.49%
99	Foster-Glocester	224	23	23	13	201	10	95.26%	4.74%
40	Davies	142	13	28	8	114	5	95.80%	4.20%
50	RISD	17	0	11	0	6	0	100.00%	0.00%
60	MET	49	3	1	0	48	3	94.12%	5.88%
<b>Grand Total</b>		<b>9276</b>	<b>2149</b>	<b>1390</b>	<b>496</b>	<b>7886</b>	<b>1653</b>	<b>82.67%</b>	<b>17.33%</b>

**Note: Graduation and Dropout Rates have been adjusted.**

Adjusted Graduates = Statewide Graduates minus Special Ed. Graduates

Adjusted Dropouts = Statewide Dropouts minus Special Ed. Dropouts

Rhode Island used the following NCES cohort formula to calculate the dropout rate for the graduating class of 2002-03.

Document Name: Graduation - Regular Ed -2002-03 Rev3.xls

Graduation Rate =

Number of 2003 Graduates

# of 2003 Graduation +  
 # of grade 9 dropouts in 1999-00 +  
 # of grade 10 dropouts in 2000-01 +  
 # of grade 11 dropouts in 2001-02 +  
 # of grade 12 dropouts in 2002-03 +

X 100

Table V - C

## Part B Annual Performance Report

## 2001-2002 Graduation and Dropout Rates For Students With Disabilities

		9th Grade	10th Grade	11th Grade	12th Grade	Total					
		Dropout	Dropout	Dropout	Dropout	Dropout	Graduated	Graduated w/Cert.	Total Graduates	Graduation Rate	Dropout Rate
01	Barrington	1	1	8	3	13	25	0	25	65.79%	34.21%
03	Burrillville	2	3	3	3	11	16	0	16	59.26%	40.74%
04	Central Falls	0	3	3	9	15	32	0	32	68.09%	31.91%
06	Coventry	0	0	0	2	2	106	0	106	98.15%	1.85%
07	Cranston	0	5	12	2	19	89	0	89	82.41%	17.59%
08	Cumberland	3	1	5	3	12	55	0	55	82.09%	17.91%
09	East Greenwich	2	0	4	1	7	20	0	20	74.07%	25.93%
10	East Providence	8	12	12	5	37	68	1	69	65.09%	34.91%
12	Foster	0	0	0	0	0	0	0	0	0.00%	0.00%
13	Glocester	0	0	0	0	0	0	0	0	0.00%	0.00%
15	Jamestown *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16	Johnston	1	4	4	0	9	32	0	32	78.05%	21.95%
17	Lincoln	3	1	3	1	8	24	0	24	75.00%	25.00%
18	Little Compton *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	Middletown	1	5	3	6	15	24	0	24	61.54%	38.46%
20	Narragansett	2	0	6	3	11	32	0	32	74.42%	25.58%
21	Newport	2	0	5	1	8	26	0	26	76.47%	23.53%
22	New Shoreham	0	0	0	0	0	2	0	2	100.00%	0.00%
23	North Kingstown	3	3	0	3	9	36	0	36	80.00%	20.00%
24	North Providence	4	4	3	3	14	28	0	28	66.67%	33.33%
25	North Smithfield	0	0	1	1	2	9	0	9	81.82%	18.18%
26	Pawtucket	13	12	17	8	50	50	0	50	50.00%	50.00%
27	Portsmouth	2	6	5	2	15	23	0	23	60.53%	39.47%
28	Providence	4	15	6	3	28	67	0	67	70.53%	29.47%
30	Scituate	2	0	1	1	4	0	11	11	73.33%	26.67%
31	Smithfield	1	3	0	0	4	14	0	14	77.78%	22.22%
32	South Kingstown	2	4	3	2	11	28	0	28	71.79%	28.21%
33	Tiverton	1	3	6	2	12	19	0	19	61.29%	38.71%
35	Warwick	1	12	8	0	21	95	0	95	81.90%	18.10%
36	Westerly	2	6	5	1	14	43	0	43	75.44%	24.56%
38	West Warwick	7	5	9	9	30	27	0	27	47.37%	52.63%
39	Woonsocket	12	5	13	14	44	41	1	42	48.84%	51.16%
96	Bristol Warren	10	9	1	5	25	27	0	27	51.92%	48.08%
97	Exeter-West Greenwich	4	2	3	1	10	16	0	16	61.54%	38.46%
98	Charlho	4	3	8	6	21	33	0	33	61.11%	38.89%
99	Foster-Glocester	2	4	5	5	16	19	0	19	54.29%	45.71%
40	Davies	0	0	3	2	5	26	0	26	83.87%	16.13%
50	RISD	0	0	1	0	1	5	0	5	83.33%	16.67%
60	MET	0	1	0	0	1	4	0	4	80.00%	20.00%
<b>Grand Total</b>		<b>99</b>	<b>132</b>	<b>166</b>	<b>107</b>	<b>504</b>	<b>1161</b>	<b>13</b>	<b>1174</b>	<b>69.96%</b>	<b>30.04%</b>
48	CVS Highlander	N/A									
51	Paul Cuffee Charter	N/A									
52	Kingston Hill Academy	N/A									
53	International Charter	N/A									
54	Blackstone Academy	N/A									
55	Compass Charter School	N/A									
00	DCYF	N/A									

Note: Rhode Island used the following NCES cohort formula to calculate the dropout rate for the graduating class of 2001-02.

Document Name: Annual Reports - 2001-02 Rates - Rev3

$$\text{Graduation Rate} = \frac{\begin{array}{l} \text{Number of 2002 Graduates} \\ \text{\# of 2002 Graduation +} \\ \text{\# of grade 9 dropouts in 1998-99 +} \\ \text{\# of grade 10 dropouts in 1999-00 +} \\ \text{\# of grade 11 dropouts in 2000-01 +} \\ \text{\# of grade 12 dropouts in 2001-02 +} \end{array}}{\text{X 100}}$$

\* High School Students from Jamestown and Little Compton are reported in North Kingstown and Portsmouth respectively.

Table IV - D

## Part B Annual Performance Report

## 2002-2003 Graduation and Dropout Rates For Students With Disabilities

		9th Grade	10th Grade	11th Grade	12th Grade	Total					
		Dropout	Dropout	Dropout	Dropout	Dropout	Graduated	Graduated w/Certificate	Total Graduates	Graduation Rate	Dropout Rate
01	Barrington	0	1	4	3	8	29	0	29	78.38%	21.62%
03	Burrillville	0	1	4	1	6	14	0	14	70.00%	30.00%
04	Central Falls	0	3	4	0	7	23	0	23	76.67%	23.33%
06	Coventry	0	0	2	10	12	90	0	90	88.24%	11.76%
07	Cranston	8	5	5	0	18	108	0	108	85.71%	14.29%
08	Cumberland	4	6	5	3	18	69	0	69	79.31%	20.69%
09	East Greenwich	1	1	3	3	8	24	0	24	75.00%	25.00%
10	East Providence	6	9	6	2	23	67	0	67	74.44%	25.56%
12	Foster	0	0	0	0	0	0	0	0	0.00%	0.00%
13	Glocester	0	0	0	0	0	0	0	0	0.00%	0.00%
15	Jamestown *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16	Johnston	6	6	1	2	15	20	0	20	57.14%	42.86%
17	Lincoln	1	1	1	1	4	27	0	27	87.10%	12.90%
18	Little Compton *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19	Middletown	1	2	6	1	10	29	1	30	75.00%	25.00%
20	Narragansett	0	3	6	6	15	36	0	36	70.59%	29.41%
21	Newport	2	1	4	1	8	31	0	31	79.49%	20.51%
22	New Shoreham	0	0	0	0	0	3	0	3	100.00%	0.00%
23	North Kingstown	3	1	2	2	8	39	0	39	82.98%	17.02%
24	North Providence	1	5	6	1	13	26	0	26	66.67%	33.33%
25	North Smithfield	1	0	1	0	2	12	0	12	85.71%	14.29%
26	Pawtucket	17	10	12	4	43	56	0	56	56.57%	43.43%
27	Portsmouth	2	2	2	0	6	29	0	29	82.86%	17.14%
28	Providence	7	4	5	29	45	140	1	141	75.81%	24.19%
30	Scituate	0	0	1	1	2	13	0	13	86.67%	13.33%
31	Smithfield	1	1	0	1	3	14	0	14	82.35%	17.65%
32	South Kingstown	4	2	7	4	17	36	0	36	67.92%	32.08%
33	Tiverton	0	3	3	0	6	33	0	33	84.62%	15.38%
35	Warwick	7	8	3	2	20	107	0	107	84.25%	15.75%
36	Westerly	5	4	14	1	24	52	0	52	68.42%	31.58%
38	West Warwick	2	6	10	2	20	30	0	30	60.00%	40.00%
39	Woonsocket	25	24	6	1	56	51	2	53	48.62%	51.38%
96	Bristol Warren	4	3	7	0	14	36	0	36	72.00%	28.00%
97	Exeter-West Greenwich	4	2	1	2	9	18	0	18	66.67%	33.33%
98	Chariho	4	4	11	16	35	61	0	61	63.54%	36.46%
99	Foster-Glocester	0	1	9	3	13	23	0	23	63.89%	36.11%
40	Davies	0	5	3		8	28	0	28	77.78%	22.22%
50	RISD	0	0	0		0	11	0	11	100.00%	0.00%
60	MET	0	0	0		0	1	0	1	100.00%	0.00%
<b>Grand Total</b>		<b>116</b>	<b>124</b>	<b>154</b>	<b>102</b>	<b>496</b>	<b>1386</b>	<b>4</b>	<b>1390</b>	<b>73.70%</b>	<b>26.30%</b>

48	CVS Highlander	N/A									
51	Paul Cuffee Charter	N/A									
52	Kingston Hill Academy	N/A									
53	International Charter	N/A									
54	Blackstone Academy	N/A									
55	Compass Charter School	N/A									
00	DCYF	N/A									

Note: Rhode Island used the following NCES cohort formula to calculate the dropout rate for the graduating class of 2002-03.

\* High School Students from Jamestown and Little Compton are reported in North Kingstown and Portsmouth respectively.

Document Name: Annual Reports -2002-03 Rates Rev1.xls

Graduation Rate =

Number of 2003 Graduates

# of 2003 Graduation +  
 # of grade 9 dropouts in 1999-00 +  
 # of grade 10 dropouts in 2000-01 +  
 # of grade 11 dropouts in 2001-02 +  
 # of grade 12 dropouts in 2002-03 +

X 100